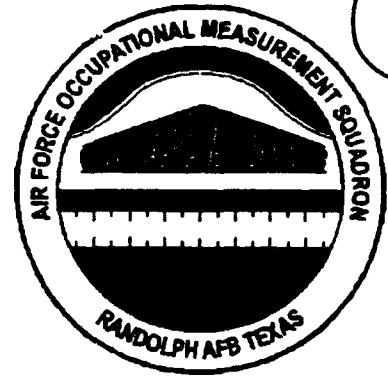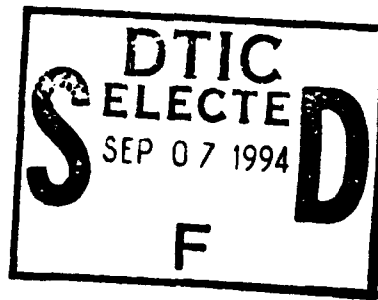$DTIC$

**UNITED STATES
AIR FORCE**

AD-A284 223

SPECIAL REPORT

COMMISSIONING EDUCATION PROGRAMS SURVEYS

Active Duty, Reserve, and Air National Guard
Officers in Paygrades O-1 through O-3 Field
Grade Officers With 1-60 Months
Active Commissioned Service

AFPT 90-PME-962

SEPTEMBER 1994

OCCUPATIONAL ANALYSIS PROGRAM
AIR FORCE OCCUPATIONAL MEASUREMENT SQUADRON
AIR EDUCATION and TRAINING COMMAND
RANDOLPH AFB, TEXAS 78150-4449

94-29082

DTIC QUALITY INSPECTED 3

DISTRIBUTION FOR OFFICER PROFESSIONAL MILITARY EDUCATION (PME) OSR

	OSR	ANL EXT	TNG EXT	JOB INV
AFOMS/OMDQ	1			
AFOMS/OMYXL	10		5	10
AL/HRMM	2			
ARMY OCCUPATIONAL SURVEY BRANCH	1			
AU/XOPX	1		2*	
CCAF/AYX	1			
DEFENSE TECHNICAL INFORMATION CENTER	2			
HQ ACC/DPTTF	1		2*	
HQ AETC/DPAEE	1		2*	
HQ AFC4A/RMPP	1		2*	
HQ AFMC/DPUE	1		2*	
HQ AFMPC/DPMYCO3	2			
HQ AFROTC/DOE	1		28	
HQ AFSOC/DPAPT	1		2*	
HQ AFSPACECOM/DPAE	1		2*	
HQ AIA/DPAT	1		2*	
HQ AMC/DPAET	1			
HQ PACAF/DPAET	1		2*	
HQ USAFA/CWIT	1		2*	
HQ USAFE/DPATTJ	1		2*	
NODAC	1			
OTS/TSCD	1		2*	
PMEC/CCO	1		2*	
SOS/EDCX	1		2*	
STANDARDS BRANCH	1			

* Training Extracts include 1 for LMC and 1 for Topics

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PREFACE

This report presents the results of an Air Force occupational survey of the leadership, management, and communication tasks performed by Air Force officers. The objectives for the study were to revalidate previous Professional Military Education surveys, and to ensure commissioning education curricula meet the needs of the Air Force.

Ms. Faye Shenk, Occupational Analyst, analyzed the data and wrote the final report. Master Sergeant Cornelia J. Wharton provided programming support, and Mr. Richard G. Ramos provided administrative support. This report has been reviewed and approved for release by Mr. Gerald R. Clow, Chief, Management Applications Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron.

Copies of this report and computer outputs from which this report was produced are available to Air Staff sections, major commands, and other interested training and management personnel. Additional copies may be requested from the USAF Occupational Measurement Squadron, Attention: Chief, Occupational Analysis Flight (OMY), 1550 5th Street East, Randolph AFB Texas 78150-4449.

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OCCUPATIONAL SURVEY REPORT
OFFICER PROFESSIONAL MILITARY EDUCATION

INTRODUCTION

The current Professional Military Education (PME) survey was requested by Recruiting Service and Commission Programs (Air Force Commissioning Education Committee (CEC)) and Headquarters Officer Training School, USAF (AETC). The objectives for the study were to revalidate previous PME surveys and to ensure commissioning education curricula meet the needs of the Air Force.

Background

Surveys were completed in 1969, 1980, and 1984. The purpose of the previous surveys was to determine leadership, management, and communication (LMC) tasks performed by officers in ranks 01 through 06 and to determine need of or benefit from different PME Pre- and Post-Commissioning Schools and courses. The survey data were used to identify LMC tasks performed at different career points and to validate or revise curricula of the different PME Pre- and Post Commissioning Schools and courses.

In 1984, several inventories were used to meet these objectives. The LMC inventory was designed to determine the LMC tasks performed. There were 347 LMC tasks listed under 14 duty headings. These tasks were rated by survey respondents on a 9-point scale from 1 (very small amount) to 9 (very large amount) according to the relative amount of time spent on each task, compared to the time spent on each of the other leadership, management, and communication tasks they performed. Further, respondents were asked, at the end of the task list, to estimate the percentage of their total job time that is spent on the tasks they rated. With the basic LMC task inventory, Task Factor booklets for Task Difficulty (TD) and Education Emphasis were also used. The TD booklet collects ratings of "the amount of time needed to learn to do each task satisfactorily." Those completing the Education Emphasis booklet rated each task on a 10-point scale according to its need in Air Force educational programs.

A separate survey was developed for PME Curriculum Topics. These topics were selected from all officer PME courses. Two hundred and seventy-five topics under five areas were included in the survey. These topics were rated on an 8-point scale of need. Two separate PME Curriculum Topics surveys were developed: Curriculum I covered ratings for need-in-job, and Curriculum II covered ratings for need-in-career.

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The emphasis for the current survey is on officer Commissioning Education Programs; specifically, Air Force Academy, Officer Training School (OTS), Reserve Officer Training Corps (ROTC), Air Force Officer Orientation Course, Health Professions Officer Indoctrination Course, and the Military Indoctrination for Medical Service Officers Course.

Survey Development

The data collection instruments for these surveys were USAF Job Inventory (JI) AFPT 90-PME-962, dated November 1992. The list of tasks and curriculum topics used in the 1984 PME surveys was used as the base for the current surveys. A brief description of each survey follows.

LMC Survey: The current LMC Survey is essentially the same as the 1984 survey. After a review by representatives of the commissioning sources, the task list was changed to correct terminology, such as performance report titles. This inventory covers LMC tasks. The inventory is divided into three parts: a Biographical and Background Information section, a Duty-Task List section, and a final estimate of work time for the tasks performed. There are 347 tasks separated into 14 areas such as communicating, counseling, organizing, and directing. Officers completing the survey first check the tasks they perform, then rate each task on a 1-9 Time Spent Scale.

Curriculum Topics Survey: In 1984, separate Curriculum Topics Surveys were used to collect ratings for need-in-job and need-in-career. Little difference was found between the two ratings. Since the current sample is basically company grade officers, it was decided to use need-in-job rather than need-in-career. After a review of the previous inventory by representatives of the commissioning sources, 9 tasks were added, 22 tasks deleted, and 6 tasks were modified. Officers completing the survey rate the extent to which knowledge of, or skill in, each topic is needed in their present job. The ratings are based on a scale from extremely low topics need to an extremely high topics need (1-9). Also, officers completed the same biographical and background section included in the LMC survey.

Survey Administration

The population for this inventory includes line officers with ranks of second lieutenant, first lieutenant, or captain, and non-line officers with less than 5 years active duty. Surveys were administered to all Air Force components.

For active duty personnel, random samples were selected by rank for administration of the surveys. A total of 2,682 booklets were administered for each of the 2 surveys (LMC and TOPICS). These included company grade line officers and nonline officers with less than 5 years active duty.

Survey booklets for active duty personnel were administered through Personnel flights.

Air National Guard provided a list of eligible personnel. A list of personnel to be administered the booklets and a letter of instruction were mailed to each unit.

A list of eligible reserve personnel was provided by Reserve Headquarters. The survey booklets were mailed to the reserve member's home address along with an Education Emphasis booklet to be completed by their supervisor.

Survey booklets were administered between May 1993 and October 1993.

For the LMC inventory, each individual completed the background information section and checked each task performed on his or her current job. After checking the tasks performed, the incumbent rated each task on a 9-point scale showing relative time spent on that task compared to other tasks in the list. The ratings ranged from 1 (very small amount of time spent) through 5 (about average time spent) to 9 (a very large amount of time).

To determine the relative time spent for each task checked by a respondent, all of an incumbent's ratings are summed. Each task rating is divided by the total task ratings and then multiplied by 100. This procedure provides a basis for comparison of tasks in terms of percent members performing and average time spent.

The LMC tasks listed may only comprise a portion of the total number of tasks performed in most Air Force jobs. Members perform other physical or technical tasks - for example, flying, conducting research, administering medical care, filling out forms - that are not directly related to LMC responsibilities. For this survey, respondents were also asked to estimate the percentage of their total job time that is spent on tasks checked in this inventory.

The Curriculum Topics inventory lists major topics covered in all Air Force officer PME programs. Members rated each topic to show the extent to which knowledge of or skill in each topic is necessary to perform in their present job. If no need, the statement was left blank. If the topic or skill is needed, it was rated on a 9-point scale from extremely low need to extremely high need.

Survey Sample

Members of the Active Duty Air Force, Air Force Reserves, and Air National Guard participated in the surveys. Figure 1 provides information about the number mailed and returned for each component. The return rates for the active duty, though somewhat low, were close to the return rates for the previous study. The return rates for the reserve and guard personnel were both low.

Although the active duty return rates were somewhat low, the sample is fairly evenly distributed among the company grade officers (See Figure 2). Table 1 shows a distribution by functional area for the active duty personnel assigned at the time the survey was mailed compared with the percent returned for the Topics and LMC booklets. The sample percentages are very

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Figure 1
PME SAMPLE

Number Mailed, Number in Sample, Percent of Mailed

	ACTIVE	RESERVE	GUARD	TOTAL
LMC				
Mailed	2,6.?	222	544	3,448
Sample	1,442	44	162	1,652
Percent	54	20	30	48
LMC ED Emp				
Mailed	314	222	185	721
Sample	146	19	65	233
Percent	46	9	35	32
TOPICS				
Mailed	2,682	222	637	3,541
Sample	1,546	43	192	1,787
Percent	58	19	30	50
TOPICS Emp				
Mailed	293	222	224	739
Sample	149	18	96	265
Percent	51	8	43	36

Figure 2

RANK DISTRIBUTION: TOPICS SURVEY

```
70
60
50
40                                                    68
30              33      37              58
                            23                  18
20      28
                    19              11
10                                      15
                                            11
 0
   Active Duty        Reserves        Guard
   N= 1546            N= 43           N= 192
```

Legend: □ 2nd Lt □ 1st Lt □ Capt
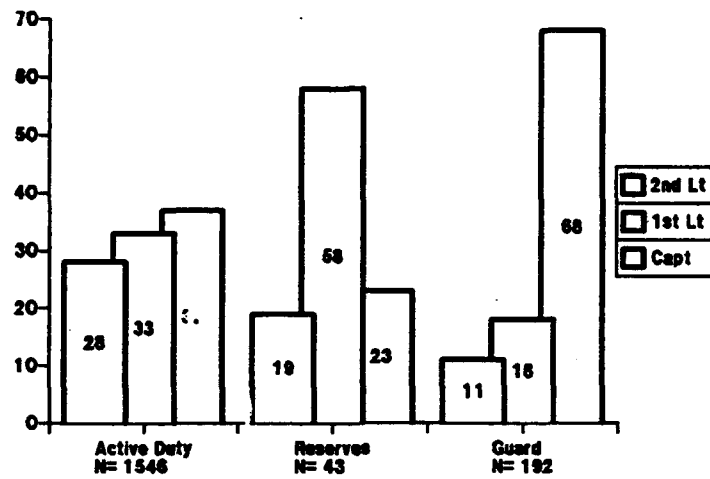
RANK DISTRIBUTION: LMC SURVEY

```
70
60                          66              65
50
40              34      36
30      27
                                        25
20          20
                                    9
10                          9
 0
   Active Duty        Reserves        Guard
   N= 1442            N= 44           N= 162
```

Legend: □ 2nd Lt □ 1st Lt □ Capt
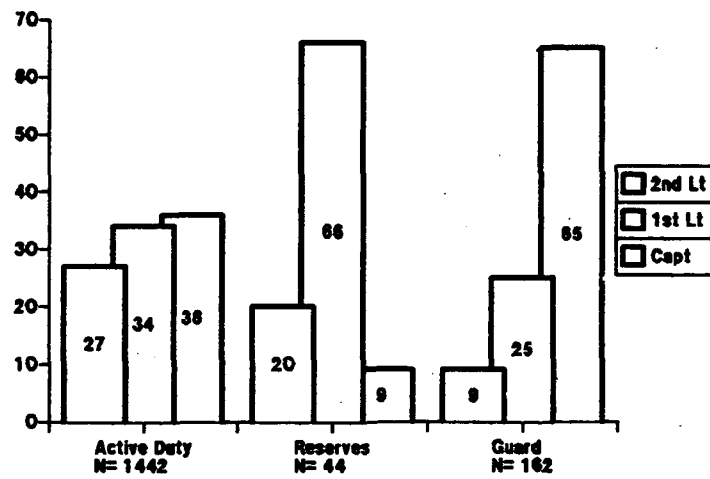
TABLE 1

DISTRIBUTION OF FUNCTIONAL AREA FOR ASSIGNED AND ACTIVE RESPONDENTS

	ACTIVE ASSIGNED (N=58,827)	TOPICS SAMPLE (N=1,546)	LMC SAMPLE (N=1,442)
CHAPLAIN	1%	-	-
CIVIL ENGINEERING	2%	3%	2%
COMMUNICATIONS-COMPUTER	6%	8%	9%
FINANCIAL	1%	1%	1%
INFORMATION MANAGEMENT	2%	3%	1%
INTELLIGENCE	3%	4%	3%
LEGAL	1%	1%	1%
LOGISTICS	9%	10%	10%
MEDICAL	15%	15%	15%
OPERATIONS	34%	34%	34%
PERSONNEL RESOURCES MANAGEMENT	2%	3%	3%
PUBLIC AFFAIRS	1%	-	-
SCIENTIFIC AND DEVELOPMENT ENGINEERING	10%	10%	12%
SECURITY POLICE	1%	2%	2%
SPECIAL INVESTIGATORS	1%	-	-
WEATHER	1%	1%	2%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

close for the percent members assigned and the percent returned by functional area for each of the samples. This indicates the sample is representative. (Information for Guard and Reserve members is given in Appendix A.)

Task Factor Administration

Selected senior personnel were asked to complete a booklet for educational emphasis. These data are processed separately from the JI information. Descriptions for the task factor booklets is given below.

LMC Education Emphasis: Using an inventory with the LMC tasks, senior officers in supervisory positions rate each task they believe requires some type of training in a commissioning program for officers entering their utilization field. Ratings are based on a 1- to 9-point scale from extremely low education emphasis (1) to extremely high education emphasis (9). Blank indicates no structured training needed.

In the 1984 LMC Education Emphasis Task Factor Booklet, insufficient agreement was obtained to use the data. Since differences were primarily found among AFSC groups, the instructions for the current booklet were modified. Field grade officers are asked to rate the tasks for training in a commissioning program for officers entering their utilization field.

A TD Booklet was administered in 1984. It was decided since this survey was designed for junior officers, TD ratings would not be collected. Normally, the tasks rated highest in task difficulty are related to more senior people.

Curriculum Topics Education Emphasis: For the current survey, it was decided to collect Education Emphasis ratings from field grade officers for the Curriculum Topics statements. Senior supervisors of company grade officers were asked to rate topics which should be covered in commissioning education programs for first-assignment officers in their Duty AFSC. These knowledges or skills were rated on a 9-point scale from Extremely Low Need (1) to Extremely High Need (9). If no need was rated, response was left blank.

For active duty members, separate random samples were selected for administration of the Education Emphasis booklets for each survey. The Education Emphasis booklets were distributed "To the Supervisor of _____."

Survey Data

The primary focus for the current PME surveys (LMC and TOPICS) is to provide information to examine training for the various commissioning programs. The LMC inventory provides background, percent members performing (PMP), and an estimate of the time spent on each of the tasks. The TOPICS inventory provides a measure of education emphasis for topics

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selected from the curriculum of the various commissioning programs. Background information is also included in the TOPICS survey. Survey data are reported for each inventory separately. Data are presented in the report and extracts for the following groups:

Total Sample
Component Groups
Source of Commission
Rank
Aeronautical Status
Functional Area

LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

To analyze the LMC inventory, percent members performing tasks and relative percent time spent on tasks were computed. These data provide information as to which tasks are performed by most members and an indication of job emphasis using the relative percent time measure. A brief summary of the background, job satisfaction, and task performance data by group follows.

Component

General background data for the total sample, active duty, reserves, and guard are displayed in Table 2. Active duty personnel make up 87 percent of the total sample, the reserves 3 percent, and guard members 10 percent. As shown, almost two-thirds of each component supervise. Rank is distributed fairly evenly for the company grade active duty personnel. Two-thirds of the reserve personnel were first lieutenants. Sixty-five percent of the guard personnel were captains. For active duty personnel, ROTC represents almost half of the sample. OTS/OCS and the Academies represent 20 percent each, and 13 percent received a direct commission. Of the active duty personnel, 27 percent are on flying status. Twenty-one percent of the active duty members have had prior service.

Table 3 illustrates job satisfaction for the component groups. Overall job interest and sense of accomplishment are high. Most members responding show fairly to very well for perceived use of talents or training. These factors are slightly higher for the reserves and guard.

Table 4 shows relative time spent in each of the duties. This time is a summation of the time spent on tasks within each of these areas. While the time rating is not an exact measure of time, it does show job emphasis within the various areas. This table also highlights areas which are common among the components and areas which differ. The largest amount of time spent by all components is in the area of communicating. Tasks within the areas of motivating, training, and organizing and directing help make up about another third of their time. Areas which show low

TABLE 2

SELECTED BACKGROUND DATA BY COMPONENT GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	TOTAL SAMPLE	ACTIVE DUTY	RESERVES	GUARD
NUMBER IN GROUP	1,652	1,442	44	162
PERCENT OF SAMPLE	100%	87%	3%	10%
PERCENT SUPERVISING	63%	62%	61%	69%
AVERAGE TIME IN PRESENT JOB (MONTHS)	19	16	24	42
AVERAGE TIUF (MONTHS)	42	39	47	62
AVERAGE TAFMS (MONTHS)	71	67	66	115
PERCENT PRIOR SERVICE	27%	21%	50%	69%
PRESENT RANK (PERCENT)				
2ND LT	25%	27%	20%	9%
1ST LT	34%	34%	66%	25%
CAPT	38%	36%	9%	65%
FIELD GRADE OFFICERS	3%	3%	4%	1%
COMMISSIONING SOURCE (PERCENT)				
ROTC	41%	46%	14%	9%
OTS-OCS	18%	20%	20%	8%
ACADEMIES	18%	20%	0%	4%
DIRECT	16%	13%	64%	23%
ANG ACADEMY OF MILITARY SCIENCE	5%	0%	0%	56%
AERONAUTICAL RATING (PERCENT)				
NONRATED	71%	72%	73%	65%
PILOT	21%	21%	14%	22%
NAVIGATOR	5%	4%	7%	9%
NONRATED AIRCREW	2%	2%	7%	3%
PERCENT COMPLETING A PME COURSE	24%	24%	5%	26%

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TABLE 3

JOB SATISFACTION INDICATORS BY COMPONENT GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	TOTAL SAMPLE	ACTIVE DUTY	RESERVES	GUARD
NUMBER IN GROUP	1,652	1,442	44	162
PERCENT OF SAMPLE	100%	87%	3%	10%
EXPRESSED JOB INTEREST				
DULL	7	8	2	4
SO-SO	8	8	7	6
INTERESTING	85	85	91	90
PERCEIVED USE OF TALENTS				
NONE TO VERY LITTLE	14	14	7	9
FAIRLY TO VERY WELL	62	63	57	59
EXCELLENT TO PERFECT	24	23	36	31
PERCEIVED USE OF TRAINING				
NONE TO VERY LITTLE	17	17	5	11
FAIRLY TO VERY WELL	56	56	50	52
EXCELLENT TO PERFECT	28	26	43	36
SENSE OF ACCOMPLISHMENT				
DISSATISFIED	14	15	2	9
NEUTRAL	6	5	5	7
SATISFIED	80	79	93	83
CAREER PLANS				
SEPARATE WITHOUT RETIREMENT BENEFITS	5	5	2	1
PROBABLY SEPARATE BEFORE RETIREMENT	15	17	5	2
PROBABLY STAY FOR RETIREMENT	31	34	11	19
RETIRE WITH FULL BENEFITS	48	44	82	77

TABLE 4

RELATIVE PERCENT TIME SPENT ON DUTIES BY COMPONENT GROUPS

DUTIES	TOTAL SAMPLE (N=1,652)	ACTIVE DUTY (N=1,442)	RESERVE (N=44)	GUARD (N=162)
A. COMMUNICATING	31	30	30	32
B. COUNSELING	2	2	3	3
C. MAINTAINING DISCIPLINE	1	1	1	1
D. MOTIVATING	13	13	15	13
E. MAINTAINING MORALE, HEALTH, AND WELFARE	3	3	3	3
F. TRAINING	10	10	10	13
G. PLACEMENT	1	1	1	1
H. EVALUATING	7	7	7	7
I. INSPECTING AND INVESTIGATING	2	2	3	2
J. PLANNING	7	8	6	5
K. ORGANIZING AND DIRECTING	10	10	9	10
L. CONTROLLING	8	9	7	6
M. REQUESTING RESOURCES	2	2	1	2
N. REPRESENTING	2	2	1	2
AVERAGE NUMBER OF TASKS PERFORMED	83	84	64	80
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS	46%	46%	47%	46%

NOTE: Percentages may not add to 100 percent due to rounding

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time spent include maintaining discipline, placement, requesting resources, and representing. The percentages of time spent in each of the areas by the different component groups are fairly close. At the bottom of this table the average number of tasks performed is shown. Those on active duty average 84 tasks, the reserves 64 tasks, and the guard 80 tasks. Also as part of the survey, members were asked to indicate the amount of time they spend on the LMC tasks. The percent who indicated at least half of their job time was spent on these tasks is shown. Close to 50 percent of each component indicated they spend at least half of their job time in these areas.

Representative tasks for the total sample and each component are shown in Tables 5 through 8. These tables represent the most commonly performed tasks. Complete listings showing the PMP are provided in the extracts. Tasks performed by at least 50 percent of the active, reserve, and guard personnel are summarized below. In examining the responses, there were no tasks uniquely performed by any one component.

participate as a member of conferences, committee meetings, panels, councils,
  or ad hoc working groups
participate in unit or section staff meetings
provide oral information, directions, or advice to subordinates, lateral personnel,
  or superiors
read incoming or outgoing correspondence, such as letters, memos, reports, or
  messages
read professional publications, such as books or articles
read technical reports or other studies
participate in or attend morale-building activities, such as social, recreational, or
  orientation programs
provide individuals with information positive feedback
take actions to maintain own appearance standards, such as keeping physically
  fit or getting haircuts
attend scheduled training sessions to maintain or upgrade job proficiency or
  knowledge
attend scheduled training sessions to meet general military requirements, such as
  OPSEC or human relations training
conduct self-evaluation to determine own professional strengths or weaknesses
obtain agreement from peers on tasks to be done
compile and organize information to facilitate own decision making

Source of Commission

Background information for source of commission groups is given in Table 9. The percent supervising ranges from 58 percent of the Academy personnel to 73 percent of the direct commission personnel. Fifty-eight percent of the OTS/OCS graduates have prior service compared to 24 percent for the direct sources and 10 percent for ROTC and Academy members. More of the OTS/OCS graduates are in the grade of captain. Few of those with a direct source of

TABLE 5

REPRESENTATIVE TASKS
TOTAL SAMPLE
NUMBER OF MEMBERS: 1,652

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	80
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	79
A76	Read professional publications, such as books or articles	77
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	73
D139	Provide individuals with informal positive feedback	72
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	68
A73	Provide oral information, recommendations, or advice to superiors	68
A72	Provide oral information, directions, or advice to personnel on a lateral level	68
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	63
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	62
A71	Provide oral information, directions, or advice to subordinates	62
L277	Compile and organize information to facilitate own decision making	60
A62	Participate in unit or section staff meetings	60
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	59
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	59
K266	Obtain agreement from peers on tasks to be done	58
K268	Obtain agreement from those superior in rank or position on tasks to be done	58
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	57
H201	Evaluate impact of own personality or actions on others in duty situations	57
D138	Provide individuals with informal negative feedback	57
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
A65	Prepare or deliver informative briefings	54
A23	Draft or write formal military letters	54
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	53
D125	Establish effective working relationships with personnel from outside organizations	53
A77	Read technical reports or other studies	52

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TABLE 6

REPRESENTATIVE TASKS
ALL ACTIVE DUTY MEMBERS
NUMBER OF MEMBERS: 1,442

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	81
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	79
A76	Read professional publications, such as books or articles	76
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	73
D139	Provide individuals with informal positive feedback	73
A73	Provide oral information, recommendations, or advice to superiors	69
A72	Provide oral information, directions, or advice to personnel on a lateral level	69
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	69
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	64
A71	Provide oral information, directions, or advice to subordinates	62
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	62
L277	Compile and organize information to facilitate own decision making	62
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	60
A62	Participate in unit or section staff meetings	60
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	59
K266	Obtain agreement from peers on tasks to be done	59
K268	Obtain agreement from those superior in rank or position on tasks to be done	59
H201	Evaluate impact of own personality or actions on others in duty situations	58
D138	Provide individuals with informal negative feedback	58
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	56
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
A23	Draft or write formal military letters	54
D125	Establish effective working relationships with personnel from outside organizations	54
A65	Prepare or deliver informative briefings	54
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	54
A77	Read technical reports or other studies	52

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TABLE 7

REPRESENTATIVE TASKS
ALL RESERVE MEMBERS
NUMBER OF MEMBERS: 44

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	84
A76	Read professional publications, such as books or articles	75
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	70
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	66
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	66
D139	Provide individuals with informal positive feedback	66
A71	Provide oral information, directions, or advice to subordinates	61
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	57
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	57
K266	Obtain agreement from peers on tasks to be done	57
A57	Locate appropriate directive publications, such as regulations or manuals	55
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	55
H201	Evaluate impact of own personality or actions on others in duty situations	55
A72	Provide oral information, directions, or advice to personnel on a lateral level	55
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	52
A77	Read technical reports or other studies	52
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	52
L277	Compile and organize information to facilitate own decision making	52
A62	Participate in unit or section staff meetings	52
A73	Provide oral information, recommendations, or advice to superiors	50
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	50
A55	Establish or maintain job-related contacts informally or at social or recreational activities	50
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	48
J241	Identify tasks necessary to accomplish objectives for current activities	48
K268	Obtain agreement from those superior in rank or position on tasks to be done	45

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TABLE 8

REPRESENTATIVE TASKS
ALL GUARD MEMBERS
NUMBER OF MEMBERS: 162

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	81
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	77
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	76
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	73
D139	Provide individuals with informal positive feedback	68
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	65
A62	Participate in unit or section staff meetings	61
A71	Provide oral information, directions, or advice to subordinates	61
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	60
A73	Provide oral information, recommendations, or advice to superiors	60
A72	Provide oral information, directions, or advice to personnel on a lateral level	59
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	59
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
A65	Prepare or deliver informative briefings	56
L277	Compile and organize information to facilitate own decision making	53
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	53
A77	Read technical reports or other studies	52
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	52
D136	Participate in or attend morale-building activities, such as social, recr tional, or orientation programs	52
A23	Draft or write formal military letters	52
K268	Obtain agreement from those superior in rank or position on tasks to be done	51
K269	Persuade peers to accomplish tasks	51
K270	Persuade those subordinate in rank or position to accomplish tasks	51
K266	Obtain agreement from peers on tasks to be done	50
A57	Locate appropriate directive publications, such as regulations or manuals	49
H201	Evaluate impact of own personality or actions on others in duty situations	49

TABLE 9

SELECTED BACKGROUND DATA BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	DIRECT	OTS/OCS	ROTC	ACADEMY	NO CRSE	AFOOC	HPOIC	MIMSO	TOTAL ACTIVE
NUMBER IN GROUP	193	284	663	290	44	12	12	182	1,442
PERCENT OF SAMPLE	13%	20%	46%	20%	3%	1%	1%	13%	100%
PERCENT SUPERVISING	73%	64%	60%	58%	55%	83%	58%	72%	62%
AVERAGE TIME IN PRESENT JOB (MONTHS)	20	19	15	15	16	30	16	20	16
AVERAGE TIUF (MONTHS)	44	56	35	30	32	31	35	42	39
AVERAGE TAFMS (MONTHS)	62	116	51	58	54	55	48	60	67
PERCENT PRIOR SERVICE	24%	58%	10%	10%	16%	25%	8%	24%	21%
PRESENT RANK (PERCENT)									
2ND LT	18%	20%	31%	29%	27%	0%	0%	21%	27%
1ST LT	24%	23%	38%	44%	45%	33%	8%	27%	34%
CAPT	40%	56%	31%	27%	27%	67%	83%	34%	36%
FIELD GRADE	17%	0%	0%	0%	0%	0%	8%	18%	3%
AERONAUTICAL RATING (PERCENT)									
NONRATED	96%	74%	74%	49%	66%	92%	100%	96%	72%
PILOT	1%	14%	19%	47%	30%	8%	0%	1%	21%
NAVIGATOR	1%	10%	4%	2%	2%	0%	0%	1%	4%
NONRATED AIRCREW	2%	2%	2%	1%	2%	0%	0%	2%	2%
PERCENT COMPLETING A PME COURSE	23%	45%	19%	16%	14%	25%	0%	20%	24%

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commission are rated, while half of the Academy personnel hold an aeronautical rating. Approximately a fourth of the OTS/OCS and ROTC members are rated. Table 10 shows the percent in each functional area. As would be expected, most of those with a direct commission are working in the medical area.

Table 11 presents job satisfaction factors for the source of commission group. High percentages of all sources find their job interesting and have a positive sense of accomplishment. Most see their talents and training used fairly to very well.

The relative percent time spent on duties by source of commission for active duty groups is shown in Table 12. Personnel from all sources spend close to 30 percent of their time on communication tasks. The areas of motivating, organizing and directing, and training are their next most time-consuming areas. The least time-consuming areas include maintaining discipline, placement, requesting resources, inspecting and investigating, representing, and counseling. The amount of time spent in these areas is fairly close regardless of source of commission. The average number of tasks performed ranges from 79 for academy graduates to 98 for OTS/OCS personnel. Personnel with a direct source of commission spend less time on the LMC tasks measured.

A comparison of percent members performing tasks among the various sources did not reveal any unique task. Tables 13 through 16 show representative tasks for personnel with a direct source of commission, and ROTC, OTS/OCS, and Academy graduates. Representative tasks for the various courses for direct commissions are provided in Appendix B.

Table 17 shows leadership, management, and communication tasks performed by 50 percent of the major commissioning sources. According to Air Education and Training Command guidelines (ATCR 52-22), performance of a task by 50 percent or more of a group indicates some type of formal training on the task may be necessary. Performance of a task by 30-49 percent of a group indicates the task might be considered for some type of background or knowledge training. These percentages are normally used for technical training decisions; however, they can be used as a guideline to determine which leadership, management, and communication tasks should be considered in a commissioning course.

Table 17 shows that 58 tasks were performed by 50 percent or more of any one source listed. Of the 58 tasks, 22 tasks were performed by at least 50 percent of all sources. This type of information can be helpful if designing a common core of tasks for all commissioning programs. Differences in the training programs can also be highlighted. As would be expected, most of the tasks performed by high percentages of all sources are in the communicating area. The next largest number of tasks is within the motivating area. Tasks performed by 30 percent or more of any commissioning source are given in Appendix C. Also, this same information is provided for direct source of commission groups in the Appendix.

TABLE 10

FUNCTIONAL AREA ASSIGNED BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	DIRECT	OTS/ OCS	ROTC	ACADEMY
NUMBER IN GROUP	193	284	663	290
PERCENT OF SAMPLE	13%	20%	46%	20%
CHAPLAIN	3%	-	-	-
CIVIL ENGINEERING	-	2%	3%	1%
COMMUNICATIONS-COMPUTER	-	11%	12%	6%
FINANCIAL	-	1%	1%	-
INFORMATION MANAGEMENT	-	6%	3%	-
INTELLIGENCE	-	2%	3%	6%
INTERNATIONAL POLITICO-MILITARY AFFAIRS	-	-	-	-
LEGAL	2%	-	1%	1%
LOGISTICS	-	14%	11%	13%
MEDICAL	95%	-	3%	2%
OPERATIONS	-	40%	40%	38%
PERSONNEL RESOURCES MANAGEMENT	-	3%	3%	2%
PUBLIC AFFAIRS	-	-	-	1%
SCIENTIFIC AND DEVELOPMENT ENGINEERING	-	11%	13%	18%
SECURITY POLICE	-	1%	1%	4%
SPECIAL INVESTIGATORS	-	-	-	-
WEATHER	-	2%	2%	1%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

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TABLE 11

JOB SATISFACTION INDICATORS BY SOURCE OF COMMISSION FOR ACTIVE DUTY GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	DIRECT	OTS/OCS	ROTC	ACADEMY	NO CRSE	AFOOC	HPOIC	MIMSO	TOTAL ACTIVE
NUMBER IN GROUP	193	284	663	290	44	12	12	182	1,442
PERCENT OF SAMPLE	13%	20%	46%	20%	3%	1%	1%	13%	100%
EXPRESSED JOB INTEREST									
DULL	5	8	7	9	23	0	0	5	8
SO-SO	4	8	8	9	16	0	8	4	8
INTERESTING	91	83	85	81	61	100	92	91	85
PERCEIVED USE OF TALENTS									
NONE TO VERY LITTLE	6	15	15	17	25	0	8	7	14
FAIRLY TO VERY WELL	63	61	64	61	55	58	33	66	63
EXCELLENT TO PERFECT	31	24	21	22	20	42	58	27	23
PERCEIVED USE OF TRAINING									
NONE TO VERY LITTLE	8	20	18	21	30	8	8	9	17
FAIRLY TO VERY WELL	62	54	56	56	43	50	50	64	56
EXCELLENT TO PERFECT	30	26	26	23	27	42	42	27	26
SENSE OF ACCOMPLISHMENT									
DISSATISFIED	11	18	14	19	25	0	8	12	15
NEUTRAL	4	6	5	7	7	0	8	4	5
SATISFIED	84	75	81	74	68	100	83	84	79
CAREER PLANS									
SEPARATE WITHOUT RETIREMENT BENEFITS	10	1	5	5	9	8	17	11	5
PROBABLY SEPARATE BEFORE RETIREMENT	21	7	17	24	20	8	67	20	17
PROBABLY STAY FOR RETIREMENT	31	21	37	42	45	50	8	30	34
RETIRE WITH FULL BENEFITS	38	70	41	29	25	33	8	38	44

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TABLE 12

RELATIVE PERCENT TIME SPENT ON DUTIES BY SOURCE OF COMMISSION ACTIVE DUTY GROUPS

DUTIES	DIRECT (N=193)	OTS/ OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)	NO CRSE (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)
A. COMMUNICATING	31	29	31	30	32	35	39	30
B. COUNSELING	3	2	2	2	2	4	4	3
C. MAINTAINING DISCIPLINE	1	2	1	1	2	1	-	1
D. MOTIVATING	14	13	12	12	10	11	14	14
E. MAINTAINING MORALE, HEALTH, AND WELFARE	4	3	2	2	2	2	3	4
F. TRAINING	9	10	10	10	12	6	10	9
G. PLACEMENT	1	1	1	1	-	1	1	1
H. EVALUATING	8	8	7	7	7	8	7	8
I. INSPECTING AND INVESTIGATING	2	1	2	1	3	1	1	2
J. PLANNING	6	8	8	8	8	8	2	6
K. ORGANIZING AND DIRECTING	12	11	10	11	11	10	10	12
L. CONTROLLING	6	9	9	8	9	7	6	6
M. REQUESTING RESOURCES	1	2	2	2	2	2	1	1
N. REPRESENTING	3	2	2	3	3	4	2	3
AVERAGE NUMBER OF TASKS PERFORMED	83	98	81	79	74	79	43	85
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS	25%	53%	48%	48%	44%	33%	8%	23%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

TABLE 13

REPRESENTATIVE TASKS
ALL ACTIVE DUTY DIRECT SOURCE OF COMMISSION
NUMBER OF MEMBERS: 193

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	93
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	81
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	80
D139	Provide individuals with informal positive feedback	80
A62	Participate in unit or section staff meetings	75
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	74
A71	Provide oral information, directions, or advice to subordinates	73
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	72
F158	Attend educational programs or professional development courses during duty time	72
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	68
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67
A73	Provide oral information, recommendations, or advice to superiors	67
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	65
A72	Provide oral information, directions, or advice to personnel on a lateral level	63
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	62
D138	Provide individuals with informal negative feedback	61
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	60
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	60
L277	Compile and organize information to facilitate own decision making	59
H201	Evaluate impact of own personality or actions on others in duty situations	59
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
N341	Participate in professional conferences or conventions	56
K268	Obtain agreement from those superior in rank or position on tasks to be done	55
K270	Persuade those subordinate in rank or position to accomplish tasks	55
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55

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TABLE 14

REPRESENTATIVE TASKS
ALL ACTIVE DUTY COMMISSIONED THROUGH OTS OR OCS
NUMBER OF MEMBERS: 284

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	87
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	83
A76	Read professional publications, such as books or articles	81
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	77
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	76
A72	Provide oral information, directions, or advice to personnel on a lateral level	76
D139	Provide individuals with informal positive feedback	75
A73	Provide oral information, recommendations, or advice to superiors	73
L277	Compile and organize information to facilitate own decision making	72
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	68
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	66
A23	Draft or write formal military letters	66
K266	Obtain agreement from peers on tasks to be done	66
K268	Obtain agreement from those superior in rank or position on tasks to be done	65
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	65
A62	Participate in unit or section staff meetings	65
A71	Provide oral information, directions, or advice to subordinates	65
D138	Provide individuals with informal negative feedback	64
H201	Evaluate impact of own personality or actions on others in duty situations	63
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	63
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	62
D125	Establish effective working relationships with personnel from outside organizations	62
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	62
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	60
A77	Read technical reports or other studies	58
A57	Locate appropriate directive publications, such as regulations or manuals	58

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TABLE 15

REPRESENTATIVE TASKS
ALL ACTIVE DUTY COMMISSIONED THROUGH ROTC
NUMBER OF MEMBERS: 663

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	79
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	79
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	75
A76	Read professional publications, such as books or articles	72
D139	Provide individuals with informal positive feedback	71
A72	Provide oral information, directions, or advice to personnel on a lateral level	70
A73	Provide oral information, recommendations, or advice to superiors	69
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	67
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	64
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	62
L277	Compile and organize information to facilitate own decision making	60
A23	Draft or write formal military letters	59
A71	Provide oral information, directions, or advice to subordinates	59
K266	Obtain agreement from peers on tasks to be done	59
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	58
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	58
H201	Evaluate impact of own personality or actions on others in duty situations	57
K268	Obtain agreement from those superior in rank or position on tasks to be done	57
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	57
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	56
A62	Participate in unit or section staff meetings	56
D138	Provide individuals with informal negative feedback	56
A65	Prepare or deliver informative briefings	55
D125	Establish effective working relationships with personnel from outside organizations	54
A77	Read technical reports or other studies	52
A30	Draft or write Memoranda for Records (MFRs)	52
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	51

TABLE 16

REPRESENTATIVE TASKS
ALL ACTIVE DUTY COMMISSIONED THROUGH SERVICE ACADEMIES
NUMBER OF MEMBERS: 290

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	77
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	76
A76	Read professional publications, such as books or articles	71
D139	Provide individuals with informal positive feedback	71
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	70
A73	Provide oral information, recommendations, or advice to superiors	68
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	64
A72	Provide oral information, directions, or advice to personnel on a lateral level	63
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	61
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	61
A71	Provide oral information, directions, or advice to subordinates	61
K268	Obtain agreement from those superior in rank or position on tasks to be done	60
A65	Prepare or deliver informative briefings	59
L277	Compile and organize information to facilitate own decision making	59
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	59
D138	Provide individuals with informal negative feedback	58
K266	Obtain agreement from peers on tasks to be done	58
H201	Evaluate impact of own personality or actions on others in duty situations	56
A62	Participate in unit or section staff meetings	54
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	54
N337	Host or escort visitors	53
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	53
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	52
D125	Establish effective working relationships with personnel from outside organizations	52
A77	Read technical reports or other studies	51
A70	Prepare or develop graphics or visual aids	49
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	49

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TABLE 17

LMC TASKS PERFORMED BY 50 PERCENT OR MORE OF ANY ACTIVE DUTY COMMISSIONING SOURCE

TASK/TITLE	DIRECT (N=193)	OTS/ OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
A. COMMUNICATING				
A7 Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	44	66	51	47
A18 Draft or write bullet background papers	19	54	38	38
A23 Draft or write formal military letters	33	66	59	47
A30 Draft or write Memoranda for Records (MFRs)	36	57	52	39
A54 Elicit, obtain, or draw out critical information, recommendations, or advice from others	38	53	46	47
A55 Establish or maintain job-related contacts informally or at social or recreational activities	38	50	49	46
A57 Locate appropriate directive publications, such as regulations or manuals	40	58	51	46
A58 Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	72	65	57	53
A62 Participate in unit or section staff meetings	75	65	56	54
A65 Prepare or deliver informative briefings	44	55	55	59
A71 Provide oral information, directions, or advice to subordinates	73	65	59	61
A72 Provide oral information, directions, or advice to personnel on a lateral level	63	76	70	63
A73 Provide oral information, recommendations, or advice to superiors	67	73	69	68
A74 Read directive publications, such as operating instructions, regulations, technical orders, or checklists	68	77	75	70
A75 Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	81	87	79	76
A76 Read professional publications, such as books or articles	93	81	72	71
A77 Read technical reports or other studies	46	58	52	51

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TABLE 17 (CONTINUED)

LMC TASKS PERFORMED BY 50 PERCENT OR MORE OF ANY ACTIVE DUTY COMMISSIONING SOURCE

TASK/TITLE	DIRECT (N=193)	OTS/OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
B. COUNSELING				
B90 Counsel or advise military personnel on job or training performance	49	54	44	43
D. MOTIVATING				
D120 Acknowledge, in group situations, accomplishments or performance of individuals or groups	65	63	58	59
D121 Analyze personnel or jobs to determine ways to increase job satisfaction	50	48	40	38
D122 Determine, in conjunction with subordinates, sections, or units, the goals they are to achieve	44	52	42	38
D125 Establish effective working relationships with personnel from outside organizations	51	62	54	52
D128 Explain or persuade personnel of the importance of the mission	44	53	45	41
D129 Explain or persuade personnel of their personal importance to the unit	50	50	37	35
D136 Participate in or attend morale-building activities, such as social, recreational, or orientation programs	62	68	64	61
D138 Provide individuals with informal negative feedback	61	64	56	58
D139 Provide individuals with informal positive feedback	80	75	71	71
D141 Provide section or unit with informal positive feedback	47	50	41	38
D144 Solicit job-related ideas, suggestions, or feedback from subordinates	53	53	41	39
D145 Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	80	83	79	77

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TABLE 17 (CONTINUED)

LMC TASKS PERFORMED BY 50 PERCENT OR MORE OF ANY ACTIVE DUTY COMMISSIONING SOURCE

TASK/TITLE	DIRECT (N=193)	OTS/ OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
E. MAINTAINING MORALE, HEALTH, AND WELFARE				
E151 Listen to or act as sounding board for unsolicited ideas from subordinates	60	57	44	44
F. TRAINING				
F158 Attend educational programs or professional development courses during duty time	72	49	51	43
F159 Attend scheduled training sessions to maintain job proficiency or knowledge	67	60	62	61
F160 Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	52	62	56	54
F161 Attend scheduled training sessions to upgrade job proficiency or learn new skills	56	57	58	52
H. EVALUATING				
H195 Conduct self-evaluation to determine own professional strengths or weaknesses	74	76	67	64
H196 Evaluate behavior, personality, or desires of others to determine best means of accomplishing objectives	45	55	45	40
H201 Evaluate impact of own personality or actions on others in duty situations	59	63	57	56
H206 Evaluate or respond to informal suggestions, recommendations, or ideas from others	53	55	50	49

TABLE 17 (CONTINUED)

LMC TASKS PERFORMED BY 50 PERCENT OR MORE OF ANY ACTIVE DUTY COMMISSIONING SOURCE

TASK/TITLE	DIRECT (N=193)	OTS/ OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
J. PLANNING (CURRENT ACTIVITIES ARE LESS THAN 12 MONTHS IN ADVANCE; FUTURE ACTIVITIES ARE MORE THAN 12 MONTHS)				
J228 Compile or formulate alternative methods or procedures to be used in current activities	39	51	40	41
J234 Establish or adjust milestones or suspenses for current activities	30	51	42	40
J236 Establish or adjust priorities for current activities	41	50	44	46
J241 Identify tasks necessary to accomplish objectives for current activities	39	53	47	42
K. ORGANIZING AND DIRECTING				
K250 Allocate time for tasks or projects	37	52	38	43
K255 Assign responsibility for task accomplishment to personnel	46	51	40	41
K256 Delegate authority to personnel for task accomplishment	50	56	43	42
K265 Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55	56	48	46
K266 Obtain agreement from peers on tasks to be done	54	66	59	58
K267 Obtain agreement from those subordinate in rank or position on tasks to be done	60	62	51	49
K268 Obtain agreement from those superior in rank or position on tasks to be done	55	65	57	60
K269 Persuade peers to accomplish tasks	48	57	48	46
K270 Persuade those subordinate in rank or position to accomplish tasks	55	55	46	45

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TABLE 17 (CONTINUED)

LMC TASKS PERFORMED BY 50 PERCENT OR MORE OF ANY ACTIVE DUTY COMMISSIONING SOURCE

TASK/TITLE		DIRECT (N=193)	OTS/ OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
L. CONTROLLING					
L277	Compile and organize information to facilitate own decision making	59	72	60	59
L278	Compile and organize information to facilitate decision making of others	40	57	41	44
L281	Coordinate ongoing activities or events with other individuals, sections, or organizations	35	56	44	43
L292	Maintain working files or records	33	50	42	36
N. REPRESENTING					
N337	Host or escort visitors	24	51	48	53
N341	Participate in professional conferences or conventions	56	33	26	27

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Rank

Table 18 shows background data by rank for active duty personnel. As shown, the percentage of officers supervising increases from 53 percent for second lieutenants to 72 percent and 70 percent for field grade officers. The average TAFMS shown is lower for the field grade officers since they represent non-line personnel who entered the service at a higher grade. Of the lieutenant population, slightly over half entered through ROTC. Academy personnel account for about a fourth of the population with OTS/OCS, with direct commissions accounting for the remaining percentages. Of the captains, 39 percent entered through ROTC, and 31 percent entered through OTS/OCS. Most of the majors and all of the lieutenant colonels and colonels received direct commissions. Ninety percent of the second lieutenants are nonrated compared to 65 percent of the first lieutenants and captains. Most field grade officers are nonrated.

Table 19 shows job satisfaction by rank. Overall job satisfaction factors are high for job interest and sense of accomplishment. Perceived use of talents and training increases over time.

Relative time spent in each of the duties is given in Table 20. Time spent in the duties is fairly consistent over time. The pattern is also consistent with component and source of commission groups. Time spent on communicating tasks increases slightly through the rank of major. Representative tasks are given in Tables 21 through 25. The average number of tasks gradually increases for the company grade officers. There is a difference in the average number of tasks performed by majors (62) and lieutenant colonel and colonel personnel (118). The time spent on LMC tasks is close for the company grade members (45, 44, and 48 percent), but it decreases for the field grade officers. Caution should be used in evaluating the information for the field grade officers since the number included in the sample is small. Also, the field grade officers represent non-line personnel.

Task performance was compared across grades. Minor differences were found through the grade of major, lieutenant colonel, and colonel performing tasks commensurate with their rank. Examples of tasks performed by these senior officers include:

> direct, control, or supervise disaster preparedness or mobilization actions
> chair or lead conferences, committee meetings, panels, councils, or ad hoc
> working groups
> prepare or deliver lectures
> identify tasks necessary to accomplish objectives for future or long-term
> activities
> write or indorse letters or memos recognizing accomplishments or
> performance
> draft or write minutes of meetings, conferences, or workshops
> draft or write officer performance reports (OPRs) or suggested endorsements
> set or adjust goals or objectives for current activities

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TABLE 18

SELECTED BACKGROUND DATA BY RANK FOR ACTIVE DUTY GROUPS LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	RANK					
	2ND LT	1ST LT	CAPT	MAJOR	LT COL/ COL	TOTAL ACTIVE
NUMBER IN GROUP	384	495	524	29	10	1,442
PERCENT OF SAMPLE	27%	34%	36%	2%	1%	100%
PERCENT SUPERVISING	53%	61%	69%	72%	70%	62%
AVERAGE TIME IN PRESENT JOB (MONTHS)	10	19	19	21	19	16
AVERAGE TIUF (MONTHS)	12	29	66	71	73	39
AVERAGE TAFMS (MONTHS)	36	49	107	59	66	67
PERCENT PRIOR SERVICE	22%	16%	27%	7%	10%	21%
COMMISSIONING SOURCE (PERCENT)						
ROTC	53%	51%	39%	10%	0%	46%
OTS-OCS	15%	13%	31%	3%	0%	20%
ACADEMIES	22%	26%	15%	0%	0%	20%
DIRECT	9%	9%	15%	83%	100%	13%
AERONAUTICAL RATING (PERCENT)						
NONRATED	90%	65%	65%	83%	70%	72%
PILOT	7%	30%	24%	6%	0%	21%
NAVIGATOR	1%	4%	9%	6%	0%	4%
NONRATED AIRCREW	2%	1%	3%	3%	0%	2%
PERCENT COMPLETING A PME COURSE	1%	1%	62%	21%	40%	26%

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TABLE 19

JOB SATISFACTION INDICATORS BY RANK FOR ACTIVE DUTY GROUPS LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	RANK					
	2ND LT	1ST LT	CAPT	MAJOR	LT COL/ COL	TOTAL ACTIVE
NUMBER IN GROUP	384	495	524	29	10	1,442
PERCENT OF SAMPLE	27%	34%	36%	2%	1%	100%
EXPRESSED JOB INTEREST						
DULL	11	6	6	3	0	8
SO-SO	8	9	6	0	0	8
INTERESTING	80	84	87	97	100	85
PERCEIVED USE OF TALENTS						
NONE TO VERY LITTLE	22	13	10	10	0	14
FAIRLY TO VERY WELL	64	63	62	52	50	63
EXCELLENT TO PERFECT	14	24	27	38	50	23
PERCEIVED USE OF TRAINING						
NONE TO VERY LITTLE	22	16	16	10	0	17
FAIRLY TO VERY WELL	60	55	54	52	70	56
EXCELLENT TO PERFECT	17	29	29	38	30	26
SENSE OF ACCOMPLISHMENT						
DISSATISFIED	19	13	15	7	10	15
NEUTRAL	8	6	4	0	0	5
SATISFIED	73	81	80	93	90	79
CAREER PLANS						
SEPARATE WITHOUT RETIREMENT BENEFITS	4	6	3	31	10	5
PROBABLY SEPARATE BEFORE RETIREMENT	20	20	13	28	10	17
PROBABLY STAY FOR RETIREMENT	39	36	29	7	20	34
RETIRE WITH FULL BENEFITS	36	38	55	34	60	44

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TABLE 20

RELATIVE PERCENT TIME SPENT ON DUTIES BY RANK FOR ACTIVE DUTY GROUPS

DUTIES		RANK				
		2ND LT (N=384)	1ST LT (N=495)	CAPT (N=524)	MAJ (N=29)	LT COL/COL (N=10)
A.	COMMUNICATING	29	31	31	42	33
B.	COUNSELING	2	2	3	3	2
C.	MAINTAINING DISCIPLINE	2	1	1	1	1
D.	MOTIVATING	13	13	12	13	11
E.	MAINTAINING MORALE, HEALTH, AND WELFARE	3	2	3	3	2
F.	TRAINING	9	11	9	6	10
G.	PLACEMENT	1	1	1	1	2
H.	EVALUATING	8	7	7	6	7
I.	INSPECTING AND INVESTIGATING	2	1	1	1	3
J.	PLANNING	7	7	9	5	9
K.	ORGANIZING AND DIRECTING	11	10	11	11	8
L.	CONTROLLING	9	8	8	5	7
M.	REQUESTING RESOURCES	3	2	2	1	1
N.	REPRESENTING	3	2	2	2	2
AVERAGE NUMBER OF TASKS PERFORMED		78	80	93	62	118
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS		45%	44%	48%	23%	10%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

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TABLE 21

REPRESENTATIVE TASKS
ALL ACTIVE DUTY SECOND LIEUTENANTS
NUMBER OF MEMBERS: 384

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	84
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	78
A76	Read professional publications, such as books or articles	71
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	71
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	69
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	69
D139	Provide individuals with informal positive feedback	65
A73	Provide oral information, recommendations, or advice to superiors	64
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	63
A72	Provide oral information, directions, or advice to personnel on a lateral level	61
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	60
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	60
L277	Compile and organize information to facilitate own decision making	60
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	59
K268	Obtain agreement from those superior in rank or position on tasks to be done	59
H201	Evaluate impact of own personality or actions on others in duty situations	58
A62	Participate in unit or section staff meetings	56
K266	Obtain agreement from peers on tasks to be done	55
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	55
D125	Establish effective working relationships with personnel from outside organizations	53
F158	Attend educational programs or professional development courses during duty time	53
A23	Draft or write formal military letters	53
A71	Provide oral information, directions, or advice to subordinates	52
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	50
A55	Establish or maintain job-related contacts informally or at social or recreational activities	49

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TABLE 22

REPRESENTATIVE TASKS
ALL ACTIVE DUTY FIRST LIEUTENANTS
NUMBER OF MEMBERS: 495

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, messages	79
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	76
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	75
A76	Read professional publications, such as books or articles	74
D139	Provide individuals with informal positive feedback	74
A72	Provide oral information, directions, or advice to personnel on a lateral level	68
A73	Provide oral information, recommendations, or advice to superiors	68
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	66
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	62
A71	Provide oral information, directions, or advice to subordinates	62
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	58
D138	Provide individuals with informal negative feedback	58
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	58
K266	Obtain agreement from peers on tasks to be done	57
L277	Compile and organize information to facilitate own decision making	57
A65	Prepare or deliver informative briefings	57
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	55
A62	Participate in unit or section staff meetings	55
H201	Evaluate impact of own personality or actions on others in duty situations	55
A77	Read technical reports or other studies	54
K268	Obtain agreement from those superior in rank or position on tasks to be done	53
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	53
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	52
F158	Attend educational programs or professional development courses during duty time	52
A23	Draft or write formal military letters	52

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TABLE 23

REPRESENTATIVE TASKS
ALL ACTIVE DUTY CAPTAINS
NUMBER OF MEMBERS: 524

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	85
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	81
A76	Read professional publications, such as books or articles	81
D139	Provide individuals with informal positive feedback	78
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	76
A72	Provide oral information, directions, or advice to personnel on a lateral level	75
A73	Provide oral information, recommendations, or advice to superiors	74
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	71
A71	Provide oral information, directions, or advice to subordinates	69
L277	Compile and organize information to facilitate own decision making	69
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	67
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	65
A62	Participate in unit or section staff meetings	65
K268	Obtain agreement from those superior in rank or position on tasks to be done	65
D138	Provide individuals with informal negative feedback	65
K266	Obtain agreement from peers on tasks to be done	64
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	64
H201	Evaluate impact of own personality or actions on others in duty situations	62
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	61
A65	Prepare or deliver informative briefings	61
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	60
D125	Establish effective working relationships with personnel from outside organizations	60
A23	Draft or write formal military letters	59
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	59
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	57
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	56

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TABLE 24

REPRESENTATIVE TASKS
ALL ACTIVE DUTY MAJORS
NUMBER OF MEMBERS: 29

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	93
A62	Participate in unit or section staff meetings	83
A71	Provide oral information, directions, or advice to subordinates	76
D139	Provide individuals with informal positive feedback	72
A72	Provide oral information, directions, or advice to personnel on a lateral level	69
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	69
A58	Participate as a member of conferences, committee meetings panels, councils, or ad hoc working groups,	69
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	66
F158	Attend educational programs or professional development courses during duty time	62
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	62
A73	Provide oral information, recommendations, or advice to superiors	59
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	55
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	55
B90	Counsel or advise military personnel on job or training performance	55
K270	Persuade those subordinate in rank or position to accomplish tasks	52
K266	Obtain agreement from peers on tasks to be done	52
D138	Provide individuals with informal negative feedback	52
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	52
H201	Evaluate impact of own personality or actions on others in duty situations	48
A77	Read technical reports or other studies	48
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	48
K269	Persuade peers to accomplish tasks	48
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	48
A34	Draft or write officer performance reports (OPRs) or suggested endorsements	48
L277	Compile and organize information to facilitate own decision making	45
N341	Participate in professional conferences or conventions	45

TABLE 25

REPRESENTATIVE TASKS
ALL ACTIVE DUTY LIEUTENANT COLONELS AND COLONELS
NUMBER OF MEMBERS: 10

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	100
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	100
A71	Provide oral information, directions, or advice to subordinates	90
A2	Chair or lead conferences, committee meetings, panels, councils, or ad hoc working groups	90
F158	Attend educational programs or professional development courses during duty time	80
A62	Participate in unit or section staff meetings	80
A72	Provide oral information, directions, or advice to personnel on a lateral level	80
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	80
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	80
D139	Provide individuals with informal positive feedback	80
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	70
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	70
A66	Prepare or deliver lectures	70
A73	Provide oral information, recommendations, or advice to superiors	70
J228	Compile or formulate alternative methods or procedures to be used in current activities	70
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	70
A34	Draft or write officer performance reports (OPRs) or suggested endorsements	70
J247	Set or adjust goals or objectives for current activities	70
A33	Draft or write minutes of meetings, conferences, or workshops	70
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	70
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	70
D146	Write or indorse letters or memos recognizing accomplishments or performance	70
K266	Obtain agreement from peers on tasks to be done	70
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	70
L283	Direct, control, or supervise disaster preparedness or mobilization actions	70

Although the sample is small, all of these tasks were performed by at least 7 of the 10 members.

Aeronautical Status

Background data for active duty personnel by aeronautical rating are given in Table 26. Seventy-two percent of the respondents are nonrated, compared to 21 percent of pilots, 5 percent of navigators, and 2 percent of aircrew members. Sixty-five percent of the nonrated and aircrew personnel supervise. Fifty-five percent of the pilots are in supervisory positions, but only 38 percent of the navigators supervise. The rank for nonrated personnel is fairly evenly distributed among the company grade officers. Most of the pilots are first lieutenants or captains. The majority of the navigators are captains, as are the aircrew members. Most of the pilots entered the service from the academy or ROTC, while most of the navigators attended ROTC or OTS/OCS. Half of the aircrew members entered through ROTC.

Table 27 shows that job satisfaction factors are slightly higher for job interest and sense of accomplishment than use of training and talents. Overall, pilots and navigators express somewhat higher job satisfaction factors than nonrated respondents. Responses of aircrew members are more closely aligned with responses of nonrated personnel.

Table 28 shows the relative percent time spent on duties by aeronautical rating groups. Again, communicating tasks consume the most time regardless of rated status. The one apparent difference is for time spent on training by rated groups. Representative tasks for these groups are presented in Tables 29 through 32. Nonrated personnel perform more tasks (92) than the nonrated members and also spend more time on LMC tasks.

In examining performance of individual tasks, little difference was found among the aeronautical rating groups and those nonrated. The only tasks performed more by the rated group involved continual training which is reflected in the duty time.

Functional Area

The largest differences in survey responses occur within functional areas. Background information for respondents within various functional areas (based on response to question in background section of the inventory) is given in Table 33. The numbers in some of the groups are small so caution should be used in literal use of these data. Percent personnel supervising ranges from percentages in the 30s for engineers and finance personnel to percentages in the 80s for information management, chaplains, logistics, and security personnel. Variations also occur in average service time (TAFMS) and time in their utilization field (TIUF). For instance TIUF varies from 14 months for legal personnel to 58 for security personnel. Military service time ranges from a high of 84 months for chaplains to 52 months for Intelligence personnel. More senior personnel are found within the chaplain and legal areas; financial management, public affairs, and information management represent more junior grade groups. As would be expected,

TABLE 26

SELECTED BACKGROUND DATA BY AERONAUTICAL RATING GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	AERONAUTICAL RATING			
	NON-RATED	PILOT	NAVIGATOR	AIRCREW
NUMBER IN GROUP	1,037	306	68	26
PERCENT OF SAMPLE	72%	21%	5%	2%
PERCENT SUPERVISING	65%	55%	38%	65%
AVERAGE TIME IN PRESENT JOB (MONTHS)	16	18	18	18
AVERAGE TIUF (MONTHS)	39	36	51	51
AVERAGE TAFMS (MONTHS)	66	64	87	86
PERCENT PRIOR SERVICE	26%	9%	12%	23%
<u>PRESENT RANK (PERCENT)</u>				
2ND LT	33%	9%	4%	23%
1ST LT	31%	48%	29%	19%
CAPT	33%	42%	63%	54%
FIELD GRADE	3%	1%	3%	4%
<u>COMMISSIONING SOURCE (PERCENT)</u>				
ROTC	47%	42%	44%	50%
OTS-OCS	20%	13%	43%	23%
ACADEMIES	14%	45%	10%	15%
DIRECT	18%	0%	1%	12%
PERCENT COMPLETING A PME COURSE	23%	22%	44%	27%

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TABLE 27

JOB SATISFACTION INDICATORS BY ACTIVE DUTY AERONAUTICAL RATING GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	AERONAUTICAL RATING			
	NON-RATED	PILOT	NAVIGATOR	AIRCREW
NUMBER IN GROUP	1,037	306	68	26
PERCENT OF SAMPLE	72%	21%	5%	2%
EXPRESSED JOB INTEREST				
DULL	8	5	4	12
SO-SO	9	5	4	12
INTERESTING	83	91	91	77
PERCEIVED USE OF TALENTS				
NONE TO VERY LITTLE	17	8	4	19
FAIRLY TO VERY WELL	63	59	76	54
EXCELLENT TO PERFECT	20	32	19	27
PERCEIVED USE OF TRAINING				
NONE TO VERY LITTLE	20	10	10	23
FAIRLY TO VERY WELL	60	44	53	62
EXCELLENT TO PERFECT	20	45	37	15
SENSE OF ACCOMPLISHMENT				
DISSATISFIED	17	10	13	19
NEUTRAL	6	4	3	0
SATISFIED	77	85	82	81
CAREER PLANS				
SEPARATE WITHOUT RETIREMENT BENEFITS	6	3	1	4
PROBABLY SEPARATE BEFORE RETIREMENT	18	16	12	15
PROBABLY STAY FOR RETIREMENT	30	46	34	31
RETIRE WITH FULL BENEFITS	46	34	51	50

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TABLE 28

RELATIVE PERCENT TIME SPENT ON DUTIES BY ACTIVE DUTY AERONAUTICAL RATING GROUPS

DUTIES	AERONAUTICAL RATING			
	NON-RATED (N=1,037)	PILOT (N=306)	NAVIGATOR (N=68)	AIRCREW (N=26)
A. COMMUNICATING	30	31	34	28
B. COUNSELING	2	2	1	2
C. MAINTAINING DISCIPLINE	2	1	1	1
D. MOTIVATING	13	13	11	15
E. MAINTAINING MORALE, HEALTH, AND WELFARE	3	2	2	3
F. TRAINING	8	15	15	11
G. PLACEMENT	1	1	-	1
H. EVALUATING	8	7	6	7
I. INSPECTING AND INVESTIGATING	2	1	1	1
J. PLANNING	8	6	10	9
K. ORGANIZING AND DIRECTING	10	11	10	11
L. CONTROLLING	9	7	7	8
M. REQUESTING RESOURCES	2	1	1	2
N. REPRESENTING	2	2	2	3
AVERAGE NUMBER OF TASKS PERFORMED	92	60	64	74
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS	49%	39%	36%	35%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

TABLE 29

REPRESENTATIVE TASKS
ALL ACTIVE DUTY NON-RATED MEMBERS
NUMBER OF MEMBERS: 1,037

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	84
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	83
A76	Read professional publications, such as books or articles	77
D139	Provide individuals with informal positive feedback	75
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	73
A73	Provide oral information, recommendations, or advice to superiors	72
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	72
A72	Provide oral information, directions, or advice to personnel on a lateral level	71
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	68
L277	Compile and organize information to facilitate own decision making	67
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	66
A71	Provide oral information, directions, or advice to subordinates	65
A62	Participate in unit or section staff meetings	65
H201	Evaluate impact of own personality or actions on others in duty situations	63
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	63
K266	Obtain agreement from peers on tasks to be done	62
K268	Obtain agreement from those superior in rank or position on tasks to be done	61
D125	Establish effective working relationships with personnel from outside organizations	60
A23	Draft or write formal military letters	60
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	60
D138	Provide individuals with informal negative feedback	59
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	59
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	58
A30	Draft or write Memoranda for Records (MFRs)	58
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	57
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	56

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TABLE 30

REPRESENTATIVE TASKS
ALL ACTIVE DUTY RATED PILOT MEMBERS
NUMBER OF MEMBERS: 306

TASKS		PERCENT MEMBERS PERFORMING
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	74
A76	Read professional publications, such as books or articles	73
D139	Provide individuals with informal positive feedback	69
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	68
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	68
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67
A72	Provide oral information, directions, or advice to personnel on a lateral level	62
A73	Provide oral information, recommendations, or advice to superiors	59
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	59
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	58
A71	Provide oral information, directions, or advice to subordinates	58
A65	Prepare or deliver informative briefings	58
D138	Provide individuals with informal negative feedback	57
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	54
K268	Obtain agreement from those superior in rank or position on tasks to be done	53
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	53
A77	Read technical reports or other studies	52
K266	Obtain agreement from peers on tasks to be done	50
A57	Locate appropriate directive publications, such as regulations or manuals	48
K269	Persuade peers to accomplish tasks	47
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	47
L277	Compile and organize information to facilitate own decision making	47
K270	Persuade those subordinate in rank or position to accomplish tasks	46
N337	Host or escort visitors	45
H201	Evaluate impact of own personality or actions on others in duty situations	43
A62	Participate in unit or section staff meetings	43
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	43

TABLE 31

REPRESENTATIVE TASKS
ALL ACTIVE DUTY RATED NAVIGATOR MEMBERS
NUMBER OF MEMBERS: 68

TASKS		PERCENT MEMBERS PERFORMING
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	84
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	84
A76	Read professional publications, such as books or articles	78
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	74
A72	Provide oral information, directions, or advice to personnel on a lateral level	74
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	72
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	69
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	65
A73	Provide oral information, recommendations, or advice to superiors	65
K266	Obtain agreement from peers on tasks to be done	63
A77	Read technical reports or other studies	62
A65	Prepare or deliver informative briefings	62
K268	Obtain agreement from those superior in rank or position on tasks to be done	59
L277	Compile and organize information to facilitate own decision making	57
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	57
D139	Provide individuals with informal positive feedback	57
A57	Locate appropriate directive publications, such as regulations or manuals	53
K269	Persuade peers to accomplish tasks	53
A62	Participate in unit or section staff meetings	53
H201	Evaluate impact of own personality or actions on others in duty situations	51
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	51
A71	Provide oral information, directions, or advice to subordinates	47
L278	Compile and organize information to facilitate decision making of others	47
F158	Attend educational programs or professional development courses during duty time	46
K270	Persuade those subordinate in rank or position to accomplish tasks	46
N337	Host or escort visitors	46

TABLE 32

REPRESENTATIVE TASKS
ALL ACTIVE DUTY RATED AIRCREW MEMBERS
NUMBER OF MEMBERS: 26

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	92
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	81
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	73
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	69
D139	Provide individuals with informal positive feedback	69
A73	Provide oral information, recommendations, or advice to superiors	69
N337	Host or escort visitors	65
A76	Read professional publications, such as books or articles	65
D138	Provide individuals with informal negative feedback	65
K266	Obtain agreement from peers on tasks to be done	62
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	62
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	58
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	58
F158	Attend educational programs or professional development courses during duty time	58
A77	Read technical reports or other studies	58
A65	Prepare or deliver informative briefings	58
J241	Identify tasks necessary to accomplish objectives for current activities	58
D128	Explain or persuade personnel of the importance of the mission	58
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	54
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	54
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	54
A72	Provide oral information, directions, or advice to personnel on a lateral level	54
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	54
D125	Establish effective working relationships with personnel from outside organizations	54
A62	Participate in unit or section staff meetings	54
J233	Determine the appropriate individuals, sections, or organizations that require coordination action	54

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TABLE 33

SELECTED BACKGROUND DATA BY ACTIVE DUTY FUNCTIONAL AREA GROUPS LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	CHAPLAINS	ENGINEERING	COMM-CMPTR	FINANCE	INFO MGMT	INTEL	LEGAL	LOGISTICS	TOTAL ACTIVE
NUMBER IN GROUP	6	29	127	8	38	46	11	149	1,442
PERCENT OF SAMPLE	0%	2%	9%	1%	3%	3%	1%	10%	100%
PERCENT SUPERVISING	83%	48%	56%	37%	87%	72%	64%	84%	62%
AVERAGE TIME IN PRESENT JOB (MONTHS)	40	14	16	10	13	14	10	13	16
AVERAGE TIUF (MONTHS)	52	57	43	34	34	29	14	39	39
AVERAGE TAFMS (MONTHS)	84	80	70	63	78	52	58	75	67
PERCENT PRIOR SERVICE	50%	14%	30%	37%	34%	9%	18%	30%	21%
PRESENT RANK (PERCENT)									
2ND LT	0%	28%	35%	75%	58%	20%	0%	30%	27%
1ST LT	17%	21%	35%	0%	21%	61%	18%	40%	34%
CAPT	83%	48%	31%	25%	21%	20%	82%	31%	36%
FIELD GRADE	0%	3%	0%	0%	0%	0%	0%	0%	3%
COMMISSIONING SOURCE (PERCENT)									
ROTC	0%	69%	61%	63%	53%	50%	36%	47%	46%
OTS-OCS	0%	17%	25%	38%	45%	13%	9%	28%	20%
ACADEMIES	0%	14%	13%	0%	3%	37%	18%	25%	20%
DIRECT	100%	0%	0%	0%	0%	0%	27%	0%	13%
AERONAUTICAL RATING (PERCENT)									
NONRATED	100%	97%	100%	88%	95%	85%	82%	89%	72%
PILOT	0%	3%	0%	13%	3%	9%	0%	10%	21%
NAVIGATOR	0%	0%	0%	0%	0%	0%	18%	1%	4%
NONRATED AIRCREW	0%	0%	0%	0%	3%	7%	0%	0%	2%
PERCENT COMPLETING A PME COURSE	33%	31%	25%	25%	24%	17%	36%	26%	24%

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TABLE 33 (CONTINUED)

SELECTED BACKGROUND DATA BY ACTIVE DUTY FUNCTIONAL AREA GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

	MEDICAL	OPERATIONS	RESOURCE	PA	SCI & ENGR	SECURITY	WEATHER	TOTAL ACTIVE
NUMBER IN GROUP	216	491	38	6	169	29	25	1,442
PERCENT OF SAMPLE	15%	34%	3%	0%	12%	2%	2%	100%
PERCENT SUPERVISING	72%	59%	79%	67%	33%	86%	60%	62%
AVERAGE TIME IN PRESENT JOB (MONTHS)	19	17	14	11	17	18	11	16
AVERAGE TIUF (MONTHS)	43	38	43	44	39	58	37	39
AVERAGE TAFMS (MONTHS)	61	68	62	66	65	74	71	67
PERCENT PRIOR SERVICE	23%	17%	26%	17%	18%	28%	28%	21%
PRESENT RANK (PERCENT)								
2ND LT	20%	19%	45%	67%	37%	31%	48%	27%
1ST LT	27%	39%	26%	0%	27%	34%	16%	34%
CAPT	37%	41%	29%	33%	36%	34%	36%	36%
FIELD GRADE	17%	0%	0%	0%	1%	0%	0%	3%
COMMISSIONING SOURCE (PERCENT)								
ROTC	8%	54%	61%	50%	50%	41%	60%	46%
OTS-OCS	0%	23%	24%	17%	19%	14%	28%	20%
ACADEMIES	3%	22%	16%	33%	31%	45%	12%	20%
DIRECT	85%	0%	0%	0%	0%	0%	0%	13%
AERONAUTICAL RATING (PERCENT)								
NONRATED	96%	41%	100%	83%	82%	83%	100%	72%
PILOT	0%	44%	0%	17%	16%	17%	0%	21%
NAVIGATOR	0%	12%	0%	0%	1%	0%	0%	4%
NONRATED AIRCREW	1%	3%	0%	0%	2%	0%	0%	2%
PERCENT COMPLETING A PME COURSE	19%	25%	21%	33%	27%	24%	28%	24%

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most of the chaplains and medical personnel entered the service through a direct commissioning program. ROTC is the largest single source of commissioning (46 percent); however, larger percentages of the engineers, communications-comptroller, finance, resource, and weather personnel are from ROTC.

Table 34 shows job satisfaction indicators by functional area. Most members, regardless of functional area, find their job interesting and have a positive sense of accomplishment. Perceived use of training and talents varies. Chaplains, legal, and public affairs personnel have a very positive perceived use of talents and training. Personnel in the technical areas, other than operations, feel their talents and training are not as well used.

Differences in the average number of LMC tasks are also apparent. The average number of tasks performed and percent members spending at least 50 percent of their job time on these tasks are shown at the bottom of Table 35. Average number of tasks range from 65 for operations personnel to a high of 228 for public affairs respondents.

Relative percent time spent by respondents in each functional area by duty are given in Table 35. Although there are some variations in the amount of time, tasks in the communicating area occupy the largest percentage of their job time. One of the most obvious differences is for time personnel in operations spend on training tasks. Further, personnel in finance spend more time in the area of controlling, as finance personnel spend more time requesting resources. Chaplains, engineering, communication-controller, and scientific and engineering personnel spend slightly more time in the planning area.

In comparing tasks performed by members of the various functional areas, differences in percent members performing highlight the particular area assigned. Some of the task's differences are highlighted below by area:

Civil Engineering:

Draft or write background papers
Establish or adjust milestones or suspenses for current activities
Identify tasks necessary to accomplish objectives for current activities
Elicit, obtain, or draw out critical information, recommendations, or advice
  from others
Provide inputs to requests for contractual services
Prepare requests for contractual services
Prepare requests for facility construction or modifications
Recommend approval or disapproval of requests for facility construction or
  modifications
Evaluate contractor services or performance
Provide inputs to requests for facility construction or modifications

TABLE 34

JOB SATISFACTION INDICATORS BY ACTIVE DUTY FUNCTIONAL AREA GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	CHAPLAINS	ENGINEERING	COMM-CMPTR	FINANCE	INFO MGMT	INTEL	LEGAL	LOGISTICS	TOTAL ACTIVE
NUMBER IN GROUP	6	29	127	8	38	46	11	149	1,442
PERCENT OF SAMPLE	0%	2%	9%	1%	3%	3%	1%	10%	100%
EXPRESSED JOB INTEREST									
DULL	0	0	8	25	5	9	0	9	8
SO-SO	0	0	9	0	16	11	0	8	8
INTERESTING	100	100	83	75	79	80	100	83	85
PERCEIVED USE OF TALENTS									
NONE TO VERY LITTLE	0	3	20	25	11	11	0	19	14
FAIRLY TO VERY WELL	50	79	62	38	68	72	55	63	63
EXCELLENT TO PERFECT	50	17	18	38	21	17	45	18	23
PERCEIVED USE OF TRAINING									
NONE TO VERY LITTLE	0	28	31	25	24	24	0	24	17
FAIRLY TO VERY WELL	50	59	55	63	61	70	36	62	56
EXCELLENT TO PERFECT	50	14	14	13	16	7	64	13	26
SENSE OF ACCOMPLISHMENT									
DISSATISFIED	0	10	21	25	5	13	9	19	15
NEUTRAL	0	0	7	0	11	13	9	6	5
SATISFIED	100	90	72	75	84	74	82	75	79
CAREER PLANS									
SEPARATE WITHOUT RETIREMENT BENEFITS	0	3	6	13	0	4	0	3	5
PROBABLY SEPARATE BEFORE RETIREMENT	0	21	20	13	21	22	27	11	17
PROBABLY STAY FOR RETIREMENT	33	45	22	13	29	43	45	36	31
RETIRE WITH FULL BENEFITS	67	31	52	63	47	30	27	51	44

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TABLE 34 (CONTINUED)

JOB SATISFACTION INDICATORS BY ACTIVE DUTY FUNCTIONAL AREA GROUPS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY
(PERCENT RESPONDING)

	MEDICAL	OPERATIONS	RESOURCE	PA	SCI & ENGR	SECURITY	WEATHER	TOTAL ACTIVE
NUMBER IN GROUP	216	491	38	6	169	29	25	1,442
PERCENT OF SAMPLE	15%	34%	3%	0%	12%	2%	2%	100%
EXPRESSED JOB INTEREST								
DULL	4	7	8	17	15	3	4	8
SO-SO	5	9	8	0	10	3	12	8
INTERESTING	91	85	84	83	75	93	84	85
PERCEIVED USE OF TALENTS								
NONE TO VERY LITTLE	7	14	13	17	25	14	4	14
FAIRLY TO VERY WELL	65	64	63	0	54	62	80	63
EXCELLENT TO PERFECT	28	22	24	83	20	24	16	23
PERCEIVED USE OF TRAINING								
NONE TO VERY LITTLE	10	9	24	0	31	21	16	17
FAIRLY TO VERY WELL	61	54	55	50	52	59	68	56
EXCELLENT TO PERFECT	29	37	21	50	17	21	16	26
SENSE OF ACCOMPLISHMENT								
DISSATISFIED	11	15	18	17	22	7	8	15
NEUTRAL	4	5	0	0	5	10	4	5
SATISFIED	85	79	82	83	73	83	84	79
CAREER PLANS								
SEPARATE WITHOUT RETIREMENT BENEFITS	12	3	11	0	7	3	0	5
PROBABLY SEPARATE BEFORE RETIREMENT	24	15	3	17	20	28	8	17
PROBABLY STAY FOR RETIREMENT	29	37	34	67	30	21	36	34
RETIRE WITH FULL BENEFITS	35	45	53	17	43	48	56	44

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TABLE 35

RELATIVE PERCENT TIME SPENT ON DUTIES BY ACTIVE DUTY FUNCTIONAL AREA GROUPS

DUTIES	CHAPLAINS (N=6)	ENGINEERING (N=29)	COMM-CMPTR (N=127)	FINANCE (N=8)	INFO MGMT (N=38)	INTEL (N=46)	LEGAL (N=11)	LOGISTICS (N=149)
A. COMMUNICATING	26	31	32	28	24	37	38	28
B. COUNSELING	6	2	2	2	5	2	2	3
C. MAINTAINING DISCIPLINE	-	2	1	1	9	1	7	2
D. MOTIVATING	13	9	11	11	13	12	10	13
E. MAINTAINING MORALE, HEALTH, AND WELFARE	3	2	2	2	4	3	2	4
F. TRAINING	4	4	6	4	3	8	4	4
G. PLACEMENT	1	1	1	1	1	1	-	2
H. EVALUATING	11	7	8	10	8	7	6	9
I. INSPECTING AND INVESTIGATING	1	1	1	1	2	1	2	2
J. PLANNING	11	11	11	6	8	6	6	9
K. ORGANIZING AND DIRECTING	10	10	10	8	11	9	11	9
L. CONTROLLING	8	11	10	16	9	11	8	10
M. REQUESTING RESOURCES	2	6	3	9	1	1	-	3
N. REPRESENTING	5	3	2	2	3	1	1	2
AVERAGE NUMBER OF TASKS PERFORMED	104	116	87	82	130	88	92	127
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS	67%	66%	55%	77%	61%	58%	45%	64%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

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TABLE 35 (CONTINUED)

RELATIVE PERCENT TIME SPENT ON DUTIES BY ACTIVE DUTY FUNCTIONAL AREA GROUPS (CONTINUED)

DUTIES	MEDICAL (N=216)	OPERATIONS (N=491)	RESOURCE (N=38)	PA (N=6)	SCI & ENGR (N=169)	SECURITY (N=29)	WEATHER (N=25)
A. COMMUNICATING	31	29	30	35	37	22	32
B. COUNSELING	3	2	3	2	1	4	2
C. MAINTAINING DISCIPLINE	1	1	2	3	-	4	1
D. MOTIVATING	14	13	13	9	9	14	14
E. MAINTAINING MORALE, HEALTH, AND WELFARE	4	2	3	3	1	4	4
F. TRAINING	9	15	4	6	6	7	7
G. PLACEMENT	1	1	2	2	-	2	-
H. EVALUATING	8	7	7	6	7	7	11
I. INSPECTING AND INVESTIGATING	2	2	1	3	1	4	1
J. PLANNING	6	6	8	6	11	6	7
K. ORGANIZING AND DIRECTING	12	11	10	6	9	12	9
L. CONTROLLING	6	8	11	9	10	9	8
M. REQUESTING RESOURCES	1	1	3	4	3	1	-
N. REPRESENTING	3	2	2	5	2	4	1
AVERAGE NUMBER OF TASKS PERFORMED	81	65	124	228	70	133	88
SPEND AT LEAST 50 PERCENT OF TIME ON LMC TASKS	24%	36%	59%	33%	62%	48%	14%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

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Information Management:

Coordinate administrative or disciplinary actions with special agencies, such
  as legal or personnel agencies
Determine appropriate disciplinary or corrective actions
Compile documentation to support possible administrative or disciplinary
  actions
Monitor performance of personnel who have received administrative or
  disciplinary actions
Initiate or recommend administrative corrective actions, such as verbal
  reprimand, control roster, of UIF actions
Administer supervisory-level corrective actions, such as verbal reprimands,
  to military personnel
Conduct commander's call
Administer admin corrective actions, such as control roster or unfavorable
  information file (UIF) actions
Administer nonjudicial punishment, such as Article 15
Initiate administrative discharge actions under AFR 39-10, 39-12, or 36-3

Intelligence:

Control, process, or destroy classified material
Review, edit, approve, or disapprove oral presentations, such as speeches or
  briefings

Legal:

Review administrative discharge actions under AFR 39-10, 39-12, 36-2, or
  36-3
Respond to draft replies to official high level inquiries, such as congressional
  or Presidential inquiries
Participate on disciplinary boards, such as courts-martial boards
Participate as a member of personnel actions boards, such as selection,
  classification, or discharge boards

Logistics:

Determine positions to be deleted or adjusted due to mandatory reductions
  or changes
Inspect current unit activities or procedures to determine mission
  effectiveness
Monitor use of funds
Assign or reassign personnel to work sections, crews, or special duties
Monitor manning status

Personnel Resources Management:

Conduct investigations in response to congressional or Presidential
   inquiries
Evaluate or make recommendations which affect civilian grade
   authorizations
Evaluate or make recommendations which affect military grade
   authorizations
Coordinate military manning actions with personnel agencies
Analyze, establish, or adjust organizational structures of sections, units,
   or organizations

Scientific and Development:

Write technical or research reports
Draft or write inputs to technical orders or procedures

Security:

Lead military formations, such as parades, retreats, or inspections
Develop training exercises
Inspect personnel
Inspect facilities or equipment
Direct, control, or supervise mobility or crisis functions, such as command
   post or battle staff augmentation
Evaluate effectiveness of training programs
Coordinate with or refer personnel to other agencies to help resolve
   subordinate's problems
Determine training requirements for units
Draft or write reports of investigations; for example, investigations of
   safety, security, or other incidents

   Most of these tasks represent specific functions within their area of responsibility.
Representative tasks by functional area are presented in Appendix B.

Leadership, Management, and Communication Education Emphasis

   A total of 233 Education Emphasis booklets were completed by members of the active duty,
reserve, and guard components. Using the same task inventory, senior officers rated each tasks
on a 1-9 scale, with blank indicating no structured training needed. Tasks were rated to show
education need in a commissioning program.

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Statistics were computed to determine agreement among all of the raters. The interrater reliability (as assessed through components of variance of standard group means) for the total sample did not show sufficient agreement among the raters. In an effort to obtain sufficient agreement, ratings were then computed by component. Of the raters, 146 were active duty, 19 were reserves, and 65 were guard members. Sufficient agreement was not obtained for any of the component groups. Statistics were also run by major commissioning sources (Direct, OTS/OCS, ROTC, and Academies). Again, there was not enough agreement among the raters.

Because of lack of agreement among raters about which LMC tasks are important for the commissioning programs, the Education Emphasis data are not presented in this report. The education emphasis ratings in the previous study did not meet the criteria for agreement.

TOPICS SURVEY

The LMC survey collected task performance data which are reported in terms of PMP and relative time spent. The Topics Survey covers curriculum topics from the various PME courses. Members responding to the survey were asked to rate each topic to show the extent to which knowledge of or skill in each topic is necessary to perform their job. Average ratings were computed for each topic.

Survey data are presented in the report and extracts for the same groups as the LMC survey. These are: Total Sample, Component Groups, Source of Commission, Rank, Aeronautical Status, and Functional Area. Background data are reported for each of these groups.

To analyze the Topics Survey, topic emphasis ratings were computed for each topic and then computed for the various groups. This provides a mean rating for each topic, which may be rank ordered from high, indicating a strong need for education emphasis, to low, indicating little need for emphasis in a commissioning program.

Background information, job satisfaction information, and Education Emphasis data are presented below for each of the major groups.

Component

Selected background data for the total sample, active duty, reserves, and guard are given in Table 36. Active duty personnel make up 87 percent of the total sample for the Topics Survey, Reserves 2 percent, and Guard members 11 percent of the sample. The percentage of active duty respondents is the same for the LMC and Topics surveys. The percent supervising varies from a little over half of the Reserves to 60 percent of the active to 76 percent of the Guard personnel. As with the LMC survey, the active duty rank range is fairly evenly distributed. More of the Reserves were first lieutenants, while more of the Guard were captains. For the active duty

TABLE 36

SELECTED BACKGROUND DATA BY COMPONENT GROUPS TOPICS SURVEY

	TOTAL SAMPLE	TOTAL ACTIVE	TOTAL RESERVE	TOTAL GUARD
NUMBER IN GROUP	1,787	1,546	43	192
PERCENT OF SAMPLE	100%	87%	2%	11%
PERCENT SUPERVISING	61%	60%	53%	76%
AVERAGE TIME IN PRESENT JOB (MONTHS)	19	16	28	38
AVERAGE TIUF (MONTHS)	42	40	38	65
AVERAGE TAFMS (MONTHS)	72	67	85	112
PERCENT PRIOR SERVICE	27%	21%	58%	68%

PRESENT RANK (PERCENT)

	TOTAL SAMPLE	TOTAL ACTIVE	TOTAL RESERVE	TOTAL GUARD
2ND LT	26%	28%	19%	11%
1ST LT	32%	33%	58%	18%
CAPT	40%	37%	23%	68%
FIELD GRADE	3%	3%	0%	1%

COMMISSIONING SOURCE (PERCENT)

	TOTAL SAMPLE	TOTAL ACTIVE	TOTAL RESERVE	TOTAL GUARD
ROTC	40%	44%	14%	11%
OTS-OCS	17%	19%	16%	9%
ACADEMIES	19%	22%	0%	2%
DIRECT	15%	15%	63%	10%
ANG AMS	7%	0%	2%	67%

AERONAUTICAL RATING (PERCENT)

	TOTAL SAMPLE	TOTAL ACTIVE	TOTAL RESERVE	TOTAL GUARD
NONRATED	71%	72%	77%	66%
PILOT	21%	19%	21%	25%
NAVIGATOR	7%	6%	0%	9%
NONRATED AIRCREW	2%	2%	2%	2%
PERCENT COMPLETING A PME COURSE	24%	24%	5%	29%

personnel, ROTC is again the largest source (44 percent), while the Academies represent 22 percent, OTS/OCS 19 percent, and Direct Commission 15 percent. Twenty-seven percent of the active duty have a rated status. Twenty-one percent of the active sample have had prior service.

Table 37 illustrates job satisfaction indicators for the various components. Overall job interest and sense of accomplishments are high. Most of the members indicate their perceived use of talents and training to be fairly to very well.

Tables 38 through 40 present the topics rated highest in educatio.. ..,pnasis. Table 41 presents the tasks ranked in the top 50 by members of all components. The numbers shown are the rank ordering. For instance, Task B48, Time management, was ranked number 1 by active duty, number 2 by guard, and number 8 by the reserves. Although there are some variations among the ratings, these topics also represent a core of topics rated among the highest by all components. Complete listings of these tasks showing Education Emphasis ratings and rank order comparisons are given in the extracts. Thirty-eight topics are shown in Table 41. These represent topics which were included in the top 50 topics rated in education emphasis across all components. Sixteen of these topics are under the general command and management topics, 13 under communicative skill topics, and 7 under topics on the military profession, environment, and management. In the LMC survey, topics related to communication were one of the highest in time spent. This is also reflected in the emphasis ratings for the topics survey.

Source of Commission

Table 42 gives background information by source of commission groups. Percent members supervising ranged from 56 percent of the Academy graduates to 67 percent of those with a direct commission. Personnel entering through OTS have more time in the military with 52 percent having had prior service. More of the OTS group are also captains. ROTC and Academy personnel represent a more junior group in service experience. Over half of the Academy graduates are rated with 45 percent serving as pilots. About a fourth of the ROTC and OTS personnel are rated, while fewer than 5 percent of the direct commission personnel were.

Job satisfaction factors are presented in Table 43. At least 75 percent of each source of commissioning group have a positive job interest and sense of accomplishment. The majority perceive their use of talents and training fairly to very well.

Tables 44 through 47 present the topics rated highest in education emphasis for those with a direct source of commission, OTS/OCS, ROTC, and the Academy. The topic Educational Emphasis ratings were rank ordered for each source of commission with the highest rating assigned a 1 through 363 for the lowest rated task. Table 48 shows the rank order rating for topics rated in the top 50 by any one of the major sources of commission. Thirty-four topics were commonly rated as being important for educational emphasis. Tasks rated highest across all sources of commission include:

TABLE 37

JOB SATISFACTION INDICATORS BY COMPONENT GROUPS TOPICS SURVEY
(PERCENT RESPONDING)

	TOTAL SAMPLE	TOTAL ACTIVE	TOTAL RESERVE	TOTAL GUARD
NUMBER IN GROUP	1,787	1,546	43	192
PERCENT OF SAMPLE	100%	87%	2%	11%
EXPRESSED JOB INTEREST				
DULL	7%	8%	0%	2%
SO-SO	9%	10%	5%	7%
INTERESTING	83%	82%	95%	91%
PERCEIVED USE OF TALENTS				
NONE TO VERY LITTLE	14%	15%	7%	9%
FAIRLY TO VERY WELL	63%	62%	72%	66%
EXCELLENT TO PERFECT	23%	23%	21%	26%
PERCEIVED USE OF TRAINING				
NONE TO VERY LITTLE	18%	19%	9%	13%
FAIRLY TO VERY WELL	57%	56%	60%	60%
EXCELLENT TO PERFECT	25%	25%	30%	27%
SENSE OF ACCOMPLISHMENT				
DISSATISFIED	16%	16%	7%	11%
NEUTRAL	4%	5%	2%	2%
SATISFIED	80%	79%	91%	87%
CAREER PLANS				
SEPARATE WITHOUT RETIREMENT BENEFITS	5%	6%	7%	3%
PROBABLY SEPARATE BEFORE RETIREMENT	18%	20%	9%	4%
PROBABLY STAY FOR RETIREMENT	30%	32%	19%	14%
RETIRE WITH FULL BENEFITS	46%	42%	65%	79%

60

TABLE 38

HIGHEST TOPIC EMPHASIS RATINGS: ALL ACTIVE DUTY PERSONNEL (N=1,186)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.94
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.84
A40	Techniques of logical thinking	6.72
B79	Time management techniques--how to accomplish the most production possible in the time available	6.65
B68	Delegation techniques--how, when, and what to delegate	6.41
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.40
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.35
A29	Active writing--making it dynamic, direct, simple, and clear	6.35
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.30
A41	Techniques of creative thinking	6.28
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.26
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.23
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.22
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.18
B61	Motivation theory--human factors affecting performance	6.16
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.14
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.14
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.11
A43	Using Air Force Publications	6.07
C117	Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	6.06
A4	Formal military letter	6.06

NOTE: The average topics need emphasis rating was 4.13, with a standard deviation of 1.25. Tasks rated above 5.38 are high in topics need

TABLE 39

HIGHEST TOPIC EMPHASIS RATINGS: ALL RESERVE PERSONNEL (N=30)

NUMBER	TOPIC	TOPIC EMPHASIS
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.80
A29	Active writing--making it dynamic, direct, simple, and clear	7.77
A40	Techniques of logical thinking	7.73
B62	Leadership techniques--putting theory into practice	7.67
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	7.57
B79	Time management techniques--how to accomplish the most production possible in the time available	7.57
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	7.53
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.53
A31	Editing techniques--how to edit written communication and give effective feedback	7.50
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	7.40
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	7.40
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.40
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	7.40
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	7.37
A38	Effective reading--techniques for improving reading speed and comprehension	7.33
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.33
A41	Techniques of creative thinking	7.33
B68	Delegation techniques--how, when, and what to delegate	7.30
B89	Introducing change--understanding and overcoming resistance to change	7.30
B80	Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	7.27
B73	Total Quality Management (TQM)--principles and evolution of quality movement	7.27

NOTE: The average topics need emphasis rating was 5.12, with a standard deviation of 1.42. Tasks rated above 6.54 are high in topics need emphasis

TABLE 40

HIGHEST TOPIC EMPHASIS RATINGS: ALL GUARD PERSONNEL (N=140)

NUMBER	TOPIC	TOPIC EMPHASIS
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.81
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.69
A40	Techniques of logical thinking	6.65
B68	Delegation techniques--how, when, and what to delegate	6.54
A38	Effective reading--techniques for improving reading speed and comprehension	6.46
A41	Techniques of creative thinking	6.44
B79	Time management techniques--how to accomplish the most production possible in the time available	6.31
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.27
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.26
A43	Using Air Force Publications	6.26
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.25
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	6.24
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	6.19
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.10
B61	Motivation theory--human factors affecting performance	6.04
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	6.02
B89	Introducing change--understanding and overcoming resistance to change	6.02
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	5.99
B66	Management development approaches and techniques--methods for improving the knowledges, skills, and abilities of subordinate personnel	5.97
B62	Leadership techniques--putting theory into practice	5.97
A22	Informative briefing	5.96
B54	On the Job Training (OJT)--how people learn on the job	5.95
A29	Active writing--making it dynamic, direct, simple, and clear	5.94
A4	Formal military letter	5.93
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	5.90

NOTE: The average topics need emphasis rating was 4.19, with a standard deviation of 1.11. Tasks rated above 5.30 are high in topics need emphasis

TABLE 41

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPONENTS

TASK/TITLE	ALL ACTIVE (N=1,186)	RESERVE (N=30)	GUARD (N=140)
A. COMMUNICATIVE SKILL TOPICS			
A20 Informal speech	39	49	38
A28 Analyzing purpose--determine the purpose of the communication; i.e., persuade, inform, defend, etc.	48	50	50
A29 Active writing--making it dynamic, direct, simple, and clear	8	2	23
A30 Organizing to communicate--choosing a pattern that meets the needs of writer and audience	33	24	32
A31 Editing techniques--how to edit written communication and give effective feedback	27	9	26
A33 Gathering and evaluating data--determine relevance and credibility of information resources	47	36	42
A35 Logical analysis--organize ideas to support major points	34	44	28
A37 Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	13	29	25
A38 Effective reading--techniques for improving reading speed and comprehension	29	15	5
A39 Effective listening--how to listen actively and to avoid the effects of common distractors	2	1	1
A40 Techniques of logical thinking	3	3	3
A41 Techniques of creative thinking	10	17	6
A43 Using Air Force Publications	19	34	10
B. GENERAL COMMAND AND MANAGEMENT TOPICS			
B48 Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	1	8	2
B49 Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	17	7	8
B54 On the Job Training (OJT)--how people learn on the job	28	28	22

TABLE 41 (CONTINUED)

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPONENTS

B. GENERAL COMMAND AND MANAGEMENT TOPICS (CONTINUED)

TASK/TITLE	ALL ACTIVE (N=1,186)	RESERVE (N=30)	GUARD (N=140)
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7	23	9
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	22	30	12
B59	Leadership theory--alternative theories for guiding motivating, and directing personnel under various, situational conditions	32	14	13
B60	Followership--relationship between leader and follower under selected leadership theories	35	46	29
B61	Motivation theory--human factors affecting performance	15	26	15
B62	Leadership techniques--putting theory into practice	25	4	20
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	45	13	18
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	12	10	11
B68	Delegation techniques--how, when, and what to delegate	5	18	4
B73	Total Quality Management (TQM)--principles and evolution of quality movement	41	21	40
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	44	11	35
B79	Time management techniques--how to accomplish the most production possible in the time available	4	6	7
B80	Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	40	20	37
B89	Introducing change--understanding and overcoming resistance to change	42	19	17
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	18	37	14

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TABLE 41 (CONTINUED)

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPONENTS

TASK/TITLE	ALL ACTIVE (N=1,186)	RESERVE (N=30)	GUARD (N=140)
C. TOPICS ON THE MILITARY PROFESSION, ENVIRONMENT, AND MANAGEMENT			
C110 Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	14	16	36
C111 Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	11	12	39
C113 Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	9	22	27
C114 Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6	5	45
C117 Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	20	35	43
C119 Principles of management	36	38	31
C125 Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	26	31	30

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TABLE 42

SELECTED BACKGROUND DATA BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS TOPICS SURVEY

	DIRECT	OTS/OCS	ROTC	ACADEMY	NO CRSE	AFOOC	HPOIC	MIMSO	TOTAL ACTIVE
NUMBER IN GROUP	226	291	685	338	65	13	13	202	1,546
PERCENT OF SAMPLE	15%	19%	44%	22%	4%	1%	1%	13%	100%
PERCENT SUPERVISING	67%	62%	58%	56%	46%	46%	38%	71%	60%
AVERAGE TIME IN PRESENT JOB (MONTHS)	23	17	15	14	15	16	26	23	16
AVERAGE TIUF (MONTHS)	52	52	36	31	37	54	38	52	40
AVERAGE TAFMS (MONTHS)	65	115	52	58	59	66	71	65	67
PERCENT PRIOR SERVICE	25%	52%	10%	13%	15%	15%	8%	28%	21%
PRESENT RANK (PERCENT)									
2ND LT	18%	20%	32%	32%	31%	0%	0%	21%	28%
1ST LT	24%	19%	38%	40%	34%	8%	8%	27%	33%
CAPT	42%	60%	29%	27%	35%	92%	77%	35%	37%
FIELD GRADE	16%	0%	1%	0%	0%	0%	15%	17%	3%
AERONAUTICAL RATING (PERCENT)									
NONRATED	95%	74%	75%	48%	62%	100%	100%	95%	72%
PILOT	0%	12%	16%	45%	29%	0%	0%	0%	19%
NAVIGATOR	0%	11%	7%	5%	8%	0%	0%	0%	6%
NONRATED AIRCREW	2%	3%	2%	1%	1%	0%	0%	2%	2%
PERCENT COMPLETING A PME COURSE	17%	46%	20%	18%	23%	54%	0%	14%	24%

TABLE 43

JOB SATISFACTION INDICATORS BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS
TOPICS SURVEY
(PERCENT RESPONDING)

	DIRECT	OTS/ OCS	ROTC	ACADEMY	NO CRSE	AFOOC	HPOIC	MIMSO	TOTAL ACTIVE
NUMBER IN GROUP	226	291	685	338	65	13	13	202	1,546
PERCENT OF SAMPLE	15%	19%	44%	22%	4%	1%	1%	13%	100%
EXPRESSED JOB INTEREST									
DULL	4%	9%	8%	10%	9%	15%	0%	3%	8%
SO-SO	9%	10%	10%	10%	12%	8%	0%	9%	10%
INTERESTING	87%	81%	82%	80%	78%	77%	100%	87%	82%
PERCEIVED USE OF TALENTS									
NONE TO VERY LITTLE	7%	17%	17%	16%	22%	23%	0%	7%	15%
FAIRLY TO VERY WELL	66%	66%	59%	63%	54%	31%	31%	70%	62%
EXCELLENT TO PERFECT	27%	17%	24%	21%	25%	46%	69%	23%	23%
PERCEIVED USE OF TRAINING									
NONE TO VERY LITTLE	8%	19%	21%	22%	18%	0%	0%	9%	19%
FAIRLY TO VERY WELL	65%	60%	52%	56%	52%	62%	38%	67%	56%
EXCELLENT TO PERFECT	27%	21%	27%	23%	29%	38%	62%	24%	25%
SENSE OF ACCOMPLISHMENT									
DISSATISFIED	12%	17%	16%	20%	20%	8%	0%	14$	16%
NEUTRAL	4%	3%	6%	5%	3%	8%	0%	4%	5%
SATISFIED	84%	80%	78%	75%	77%	85%	100%	82%	79%
CAREER PLANS									
SEPARATE WITHOUT RETIREMENT BENEFITS	10%	2%	6%	6%	5%	15%	15%	9%	6%
PROBABLY SEPARATE BEFORE RETIREMENT	23%	9%	23%	21%	23%	8%	31%	23%	20%
PROBABLY STAY FOR RETIREMENT	31%	22%	31%	43%	42%	31%	31%	31%	32%
RETIRE WITH FULL BENEFITS	36%	67%	40%	28%	31%	46%	23%	36%	42%

TABLE 44

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY DIRECT SOURCE OF COMMISSION
(N=205)

NUMBER	TOPIC	TOPIC EMPHASIS
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.83
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.68
B79	Time management techniques--how to accomplish the most production possible in the time available	6.49
B68	Delegation techniques--how, when, and what to delegate	6.47
A40	Techniques of logical thinking	6.46
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.15
A41	Techniques of creative thinking	6.02
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.01
B61	Motivation theory--human factors affecting performance	5.94
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	5.92
C117	Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	5.82
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	5.81
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	5.78
A38	Effective reading--techniques for improving reading speed and comprehension	5.74
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	5.74
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	5.72
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	5.71
B62	Leadership techniques--putting theory into practice	5.71
C127	Disaster control--organization, management, and purpose of disaster control plans and operations	5.68
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	5.67
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	5.63

NOTE: The average topics need emphasis rating was 3.57, with a standard deviation of 1.35. Tasks rated above 4.92 are high in topics need emphasis

TABLE 45

HIGHEST TOPIC NEED EMPHASIS: ACTIVE DUTY OTS OR OCS
(N=218)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.89
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.62
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.60
A40	Techniques of logical thinking	6.53
B79	Time management techniques--how to accomplish the most production possible in the time available	6.47
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.40
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.39
A29	Active writing--making it dynamic, direct, simple, and clear	6.39
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.38
A43	Using Air Force Publications	6.32
A4	Formal military letter	6.32
A41	Techniques of creative thinking	6.29
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.25
B68	Delegation techniques--how, when, and what to delegate	6.24
A31	Editing techniques--how to edit written communication and give effective feedback	6.18
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.15
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.14
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.14
B61	Motivation theory--human factors affecting performance	6.14
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.13
C149	Officer/Enlisted Evaluation Systems	6.13
A22	Informative briefing	6.08

NOTE: The average topics need emphasis rating was 4.19, with a standard deviation of 1.24. Tasks rated above 5.43 are high in topics need emphasis

TABLE 46

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY ROTC
(N=523)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.09
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.02
A40	Techniques of logical thinking	6.94
B79	Time management techniques--how to accomplish the mos production possible in the time availablet	6.85
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.73
A29	Active writing--making it dynamic, direct, simple, and clear	6.67
C111	Military professionalism: status and directions--the current status of the military profession and key issue which may affect it in the futures	6.63
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.62
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.61
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.60
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.57
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.53
B68	Delegation techniques--how, when, and what to delegate	6.51
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.50
A4	Formal military letter	6.47
A41	Techniques of creative thinking	6.45
A31	Editing techniques--how to edit written communication and give effective feedback	6.38
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	6.38
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.38
A43	Using Air Force Publications	6.35

NOTE: The average topics need emphasis rating was 4.35, with a standard deviation of 1.27. Tasks rated above 5.62 are high in topics need emphasis

TABLE 47

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY ACADEMY
(N=234)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management—how to manage your time and activities to insure effective/efficient accomplishment of mission	6.97
A39	Effective listening—how to listen actively and to avoid the effects of common distractors	6.73
A40	Techniques of logical thinking	6.72
B79	Time management techniques—how to accomplish the most production possible in the time available	6.65
A37	Coordination—process to insure agreement and/or dissemination of information among appropriate agencies	6.52
A29	Active writing—making it dynamic, direct, simple, and clear	6.50
B57	Interpersonal communications processes—barriers to effective communication and how to overcome them	6.44
A22	Informative briefing	6.39
B68	Delegation techniques—how, when, and what to delegate	6.34
A43	Using Air Force Publications	6.30
A41	Techniques of creative thinking	6.21
B64	Human relations—why people behave as they do in work situations and how to effectively handle people problems when they arise	6.18
C111	Military professionalism: status and directions—the current status of the military profession and key issues which may affect it in the future	6.17
C114	Career development—know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.11
B61	Motivation theory—human factors affecting performance	6.11
C113	Military officership—understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.09
A31	Editing techniques—how to edit written communication and give effective feedback	6.07
B58	Conflict management techniques—the causes of conflict in work groups and techniques for conflict resolution	6.06
A20	Informal speech	6.05
C125	Security of classified military documents and equipment—importance of and procedures for securing and maintaining classified information and equipment	6.04
A30	Organizing to communicate—choosing a pattern that meets the needs of writer and audience	6.02
B49	Group problem solving—understand the positive and negative aspects of group problem solving and know situations to use it in	6.02

NOTE: The average topics need emphasis rating was 4.15, with a standard deviation of 1.19. Tasks rated above 5.34 are high in topics need emphasis

TABLE 48

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL SOURCE OF COMMISSION GROUPS
(ACTIVE DUTY PERSONNEL)

TASK/TITLE	DIRECT (N=205)	OTS/ OCS (N=30)	ROTC (N=522)	ACADEMY (N=234)
A. COMMUNICATIVE SKILL TOPICS				
A29 Active writing--making it dynamic, direct, simple, and clear	35	8	6	6
A38 Effective reading--techniques for improving reading speed and comprehension	14	41	29	34
A39 Effective listening--how to listen actively and to avoid the effects of common distractors	1	2	2	2
A40 Techniques of logical thinking	5	4	3	3
A41 Techniques of creative thinking	7	12	16	11
B. GENERAL COMMAND AND MANAGEMENT TOPICS				
B48 Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	2	1	1	1
B49 Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	12	20	21	22
B57 Interpersonal communications processes--barriers to effective communication and how to overcome them	8	13	14	7
B58 Conflict management techniques--the causes of conflict work groups and techniques for conflict resolution	20	24	33	18
B60 Followership--relationship between leader and follower under selected leadership theories	34	34	37	35
B61 Motivation theory--human factors affecting performance	9	19	25	15
B62 Leadership techniques--putting theory into practice	18	29	32	25
B64 Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6	23	19	12

TABLE 48 (CONTINUED)

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL SOURCE OF COMMISSION GROUPS
(ACTIVE DUTY PERSONNEL)

TASK/TITLE	DIRECT (N=205)	OTS/OCS (N=30)	ROTC (N=522)	ACADEMY (N=234)
B. GENERAL COMMAND AND MANAGEMENT TOPICS				
B68 Delegation techniques--how, when, and what to delegate timely information	4	14	13	9
B79 Time management techniques--how to accomplish the most production possible in the time available	3	5	4	4
B92 Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems discipline problems	10	18	24	27
C. TOPICS ON THE MILITARY PROFESSION, ENVIRONMENT, AND MANAGEMENT				
C108 Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	29	27	12	24
C109 Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	38	28	18	44
C110 Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	24	17	10	28
C111 Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	21	16	7	13
C113 Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	16	9	8	16
C114 Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	17	3	5	14
C117 Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	11	26	23	37

Effective listening--how to listen actively and to avoid the effects of
common distractors

Time management--how to manage your time and activities to insure
effective/efficient accomplishment of mission

Time management techniques--how to accomplish the most production
possible in the time available

Rank

Table 49 shows background information by rank for active duty personnel. As shown, there is a steady increase for percent members supervising. The percent supervising increases from 49 percent for second lieutenants to 90 percent for the lieutenant colonels and colonels. The average TAFMS shown for the field grade officers is lower since it represents non-line officers who entered the Air Force at a higher grade. Of the lieutenant sample, slightly over half entered through ROTC, about a fourth through the Academy, an average of 12 percent through OTS/OCS, and an average of 10 percent through direct commissions. Of the captains, 36 percent entered through ROTC, 31 percent through OTS/OCS, 16 percent through the academies, and 17 percent through a direct commission. Of the field grade officers, the vast majority entered through a direct commissioning program. Of the second lieutenants, only 9 percent were rated compared to almost a third of the first lieutenants and captains. Few of the field grade officers were in rated positions.

Job satisfaction factors are shown in Table 50. Expressed job interest and sense of accomplishment are more positive with each rank step. Perceived use of talents and training is generally perceived as adequate, and higher ratings are shown over time.

The topics rated highest in emphasis by company grade officers are given in Tables 51 through 53. Table 54 shows topics rated among the top 50 by any 1 rank. This table highlights similarities and differences among the ranks. For instance, time management and effective listening are consistently rated highest. Other areas, although still considered important are ranked lower as grade increases. For instance, officer/NCO relationships are ranked higher by lieutenants (6 and 13) and ranked 35 by captains.

Aeronautical Status

Information showing grade, commissioning source, and other background information by aeronautical rating is shown in Table 55. Percent members supervising ranges from 63 percent for nonrated personnel to 43 percent for navigator personnel. Rated personnel are more likely to be first lieutenants or captains when compared to nonrated personnel. Most of the pilots graduated from the academy. In contrast, the largest sources for navigator and aircrew personnel are from ROTC and OTS/OCS.

TABLE 49

SELECTED BACKGROUND DATA BY RANK FOR ACTIVE DUTY GROUPS
TOPICS SURVEY

	RANK					ALL ACTIVE
	2ND LT	1ST LT	CAPT	MAJ	LT COL/COL	
NUMBER IN GROUP	430	507	566	33	10	1,546
PERCENT OF SAMPLE	28%	33%	37%	2%	1%	100%
PERCENT SUPERVISING	49%	60%	67%	70%	90%	60%
AVERAGE TIME IN PRESENT JOB (MONTHS)	9	17	20	32	27	16
AVERAGE TIUF (MONTHS)	11	28	68	88	68	40
AVERAGE TAFMS (MONTHS)	36	49	108	74	64	67
PERCENT PRIOR SERVICE	21%	18%	25%	12%	20%	21%
COMMISSIONING SOURCE (PERCENT)						
ROTC	51%	51%	36%	12%	0%	44%
OTS-OCS	13%	11%	31%	0%	10%	19%
ACADEMIES	25%	27%	16%	3%	0%	22%
DIRECT	9%	11%	17%	85%	90%	15%
AERONAUTICAL RATING (PERCENT)						
NONRATED	89%	66%	64%	85%	70%	72%
PILOT	7%	26%	24%	3%	0%	19%
NAVIGATOR	1%	6%	10%	0%	0%	6%
NONRATED AIRCREW	1%	2%	2%	6%	10%	2%
PERCENT COMPLETING A PME COURSE	2%	2%	61%	24%	20%	24%

TABLE 50

JOB SATISFACTION INDICATORS BY RANK FOR ACTIVE DUTY GROUPS TOPICS SURVEY
(PERCENT RESPONDING)

	RANK					ALL ACTIVE
	2ND LT	1ST LT	CAPT	MAJ	LT COL/ COL	
NUMBER IN GROUP	430	507	566	33	10	1,546
PERCENT OF SAMPLE	28%	33%	37%	2%	1%	100%
EXPRESSED JOB INTEREST						
DULL	10%	9%	5%	3%	0%	8%
SO-SO	9%	10%	10%	6%	0%	10%
INTERESTING	80%	80%	84%	91%	100%	82%
PERCEIVED USE OF TALENTS						
NONE TO VERY LITTLE	21%	17%	11%	6%	10%	15%
FAIRLY TO VERY WELL	60%	64%	63%	55%	60%	62%
EXCELLENT TO PERFECT	19%	20%	27%	39%	30%	23%
PERCEIVED USE OF TRAINING						
NONE TO VERY LITTLE	25%	19%	15%	9%	0%	19%
FAIRLY TO VERY WELL	56%	57%	55%	61%	70%	56%
EXCELLENT TO PERFECT	20%	24%	30%	30%	30%	25%
SENSE OF ACCOMPLISHMENT						
DISSATISFIED	18%	17%	15%	12%	10%	16%
NEUTRAL	7%	5%	3%	6%	0%	5%
SATISFIED	75%	78%	82%	82%	90%	79%
CAREER PLANS						
SEPARATE WITHOUT RETIREMENT BENEFITS	4%	9%	3%	18%	0%	6%
PROBABLY SEPARATE BEFORE RETIREMENT	22%	23%	15%	24%	40%	20%
PROBABLY STAY FOR RETIREMENT	37%	32%	29%	27%	20%	32%
RETIRE WITH FULL BENEFITS	37%	35%	52%	30%	40%	42%

TABLE 51

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY SECOND LIEUTENANTS
(N=346)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management—how to manage your time and activities to insure effective/efficient accomplishment of mission	7.16
B79	Time management techniques—how to accomplish the most production possible in the time available	6.85
A39	Effective listening—how to listen actively and to avoid the effects of common distractors	6.79
A40	Techniques of logical thinking	6.68
C114	Career development—know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.52
C108	Officer/NCO relationships—know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.51
B57	Interpersonal communications processes—barriers to effective communication and how to overcome them	6.49
C111	Military professionalism: status and directions—the current status of the military profession and key issues which may affect it in the future	6.47
C113	Military officership—understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.46
C110	Sexual harassment—understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.44
A29	Active writing—making it dynamic, direct, simple, and clear	6.39
A37	Coordination—process to insure agreement and/or dissemination of information among appropriate agencies	6.38
B92	Problem-solving techniques—how to identify, gather data for, and select appropriate solutions to, various problems	6.32
B68	Delegation techniques—how, when, and what to delegate	6.32
C115	Social obligations—social behavior, relationships, and responsibilities expected of Air Force officers	6.30
B64	Human relations—why people behave as they do in work situations and how to effectively handle people problems when they arise	6.25
B54	On the Job Training (OJT)—how people learn on the job	6.25
C109	Fraternization—understand the effect improper fraternization can have on morale and mission accomplishment	6.22
C117	Military entitlements and benefits—key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	6.21

NOTE: The average topics need emphasis rating was 4.18, with a standard deviation of 1.28. Tasks rated above 5.46 are high in topics need emphasis

TABLE 52

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY FIRST LIEUTENANTS
(N=369)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management—how to manage your time and activities to insure effective/efficient accomplishment of mission	6.88
A39	Effective listening—how to listen actively and to avoid the effects of common distractors	6.81
A40	Techniques of logical thinking	6.64
B68	Delegation techniques—how, when, and what to delegate	6.58
C114	Career development—know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.56
B79	Time management techniques—how to accomplish the most production possible in the time available	6.56
C113	Military officership—understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.49
C111	Military professionalism: status and directions—the current status of the military profession and key issues which may affect it in the future	6.38
A43	Using Air Force Publications	6.32
B57	Interpersonal communications processes—barriers to effective communication and how to overcome them	6.31
C125	Security of classified military documents and equipment—importance of and procedures for securing and maintaining classified information and equipment	6.28
A37	Coordination—process to insure agreement and/or dissemination of information among appropriate agencies	6.24
C108	Officer/NCO relationships—know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.21
B64	Human relations—why people behave as they do in work situations and how to effectively handle people problems when they arise	6.21
B61	Motivation theory—human factors affecting performance	6.20
A41	Techniques of creative thinking	6.19
A29	Active writing—making it dynamic, direct, simple, and clear	6.18
C110	Sexual harassment—understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.18
C149	Officer/Enlisted Evaluation Systems	6.13
C117	Military entitlements and benefits—key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	6.11

NOTE: The average topics need emphasis rating was 4.08, with a standard deviation of 1.22. Tasks rated above 5.36 are high in topics need emphasis

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TABLE 53

HIGHEST TOPIC EMPHASIS RATINGS: ACTIVE DUTY CAPTAINS
(N=436)

NUMBER	TOPIC	TOPIC EMPHASIS
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.96
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.93
A40	Techniques of logical thinking	6.89
B79	Time management techniques--how to accomplish the most production possible in the time available	6.71
A29	Active writing--making it dynamic, direct, simple, and clear	6.57
A41	Techniques of creative thinking	6.54
B68	Delegation techniques--how, when, and what to delegate	6.46
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.42
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.34
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.31
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.25
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.25
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.23
A22	Informative briefing	6.22
B61	Motivation theory--human factors affecting performance	6.21
A4	Formal military letter	6.21
A31	Editing techniques--how to edit written communication and give effective feedback	6.19
A30	Organizing to communicate--choosing a pattern that meets the needs of writer and audience	6.18
B62	Leadership techniques--putting theory into practice	6.17
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.16
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.16
A38	Effective reading--techniques for improving reading speed and comprehension	6.15

NOTE: The average topics need emphasis rating was 4.24, with a standard deviation of 1.22. Tasks rated above 5.46 are high in topics need emphasis

TABLE 54

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPANY GRADE GROUPS
(ACTIVE DUTY PERSONNEL)

TASK/TITLE	2ND LT (N=346)	1ST LT (N=369)	CAPT (N=436)
A. COMMUNICATIVE SKILL TOPICS			
A4 Formal military letter	25	24	16
A6 Memorandum for Record (MFR)	37	43	32
A20 Informal speech	42	45	33
A22 Informative briefing	29	27	14
A29 Active writing--making it dynamic, direct, simple, and clear	11	17	5
A30 Organizing to communicate--choosing a pattern that meets the needs of writer and audience	32	38	18
A31 Editing techniques--how to edit written communication and give effective feedback	26	30	17
A35 Logical analysis--organize ideas to support major points	33	42	24
A37 Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	12	12	13
A38 Effective reading--techniques for improving reading speed and comprehension	30	36	22
A39 Effective listening--how to listen actively and to avoid the effects of common distractors	3	2	1
A40 Techniques of logical thinking	4	3	3
A41 Techniques of creative thinking	22	16	6
A43 Using Air Force publications	27	9	28
B. GENERAL COMMAND AND MANAGEMENT TOPICS			
B48 Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	1	1	2
B49 Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	20	21	12
B54 On the Job Training (OJT)--how people learn on the job	17	23	38

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TABLE 54 (CONTINUED)

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPANY GRADE GROUPS
(ACTIVE DUTY PERSONNEL)

TASK/TITLE	2ND LT (N=346)	1ST LT (N=369)	CAPT (N=436)
B. GENERAL COMMAND AND MANAGEMENT TOPICS (CONTINUED)			
B57 Interpersonal communications processes--barriers to effective communication and how to overcome them	7	10	8
B58 Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	24	26	25
B59 Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	35	25	29
B60 Followership--relationship between leader and follower under selected leadership theories	40	34	30
B61 Motivation theory--human factors affecting performance	21	15	15
B62 Leadership techniques--putting theory into practice	31	28	19
B63 Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	47	50	37
B64 Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	16	14	10
B68 Delegation techniques--how, when, and what to delegate	14	4	7
B73 Total Quality Management (TQM)--principles and evolution of quality movement	36	41	49
B77 Techniques of persuasion--how to "sell" your position	45	37	41
B79 Time management techniques--how to accomplish the most production possible in the time available	2	6	4
B80 Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	43	39	40
B89 Introducing change--understanding and overcoming resistance to change	39	35	50
B92 Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	13	31	11

TABLE 54 (CONTINUED)

TOPICS RATED IN TOP 50 BY MEMBERS OF ALL COMPANY GRADE GROUPS
(ACTIVE DUTY PERSONNEL)

TASK/TITLE	2ND LT (N=346)	1ST LT (N=369)	CAPT (N=436)
C. TOPICS ON THE MILITARY PROFESSION, ENVIRONMENT, AND MANAGEMENT			
C108 Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6	13	35
C109 Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	18	22	46
C110 Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	10	18	23
C111 Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	8	8	20
C113 Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	9	7	21
C114 Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	5	5	9
C115 Social obligations--social behavior, relationships, and responsibilities expected of Air Force officers	15	33	45
C117 Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	19	20	31
C119 Principles of management	34	32	43
C125 Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	23	11	34
C149 Officer/Enlisted Evaluation Systems	28	19	26
C150 Officer Performance Feedback Worksheets	48	47	39

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TABLE 55

SELECTED BACKGROUND DATA BY ACTIVE DUTY AERONAUTICAL RATING GROUPS TOPICS SURVEY

| | AERONAUTICAL RATING | | | | | ALL |
	NON-RATED	PILOT	NAVIGATOR	AIRCREW		ACTIVE
NUMBER IN GROUP	1,113	301	91	32		1,546
PERCENT OF SAMPLE	72%	19%	6%	2%		100%
PERCENT SUPERVISING	63%	53%	43%	53%		60%
AVERAGE TIME IN PRESENT JOB (MONTHS)	16	17	18	18		16
AVERAGE TIUF (MONTHS)	40	36	51	39		40
AVERAGE TAFMS (MONTHS)	66	66	85	75		67
PERCENT PRIOR SERVICE	25%	8%	13%	28%		21%
PRESENT RANK (PERCENT)						
2ND LT	35%	10%	7%	16%		28%
1ST LT	30%	45%	32%	31%		33%
CAPT	32%	45%	62%	44%		37%
FIELD GRADE	4%	0%	0%	9%		3%
COMMISSIONING SOURCE (PERCENT)						
ROTC	46%	37%	48%	44%		44%
OTS-OCS	19%	11%	35%	28%		19%
ACADEMIES	15%	51%	16%	13%		22%
DIRECT	19%	0%	0%	16%		15%
PERCENT COMPLETING A PME COURSE	22%	24%	47%	28%		24%

Table 56 presents job satisfaction indicators for these groups. Job interest and sense of accomplishment are high across all groups. Perceived use of talents is higher for pilots than other rated and nonrated groups. Perceived use of training is higher for all rated groups compared to nonrated personnel.

When examining the Education Emphasis ratings for rated personnel, sufficient agreement among the topics ratings was not reached. Therefore, the topic ratings for these groups are not presented.

Functional Area

As in the LMC survey, the largest variations in the data occur among functional groups. Table 57 shows selected background data for the various functional area groups. Differences in the number of personnel who supervise are apparent. For instance, 34 percent of scientific and engineering personnel supervise contrasted with 86 percent of the information management and 79 percent of the logistic personnel. Sixty percent of all active duty personnel supervise. The average time in the service is approximately 5 1/2 years. Time in the service varies from 56 months average for finance respondents to 82 months for communication-computer personnel. A higher percentage of second lieutenants are found within the finance, information management, resource management, and scientific and engineering groups. Most of the legal personnel hold the rank of captain. Higher percentages of engineering, communication computer, finance, information management, resource management, and weather entered through the ROTC program. Seventy-one percent of the legal personnel received a direct commission.

Table 58 displays job satisfaction indicators by functional area groups. While there is some variation, members of all groups expressed high job interest and a sense of accomplishment. Most members, regardless of work area, perceive their talents as being used. Legal members have the most positive indicators for use of talents and training. The majority of the functional area groups feel their training is at least fairly well used. Higher percentages of the communication-computer systems, information management, and resource management express none to very little use of training. Despite their lower sense of training use, they are above average in percentage planning to retire with full benefits.

In comparing the topics rated highest for education emphasis by the various functional areas, differences do occur based on the focus of their job. Some of the topics considered more important are shown for functional areas below:

Civil Engineering

Point paper

TABLE 56

JOB SATISFACTION INDICATORS BY ACTIVE DUTY AERONAUTICAL RATING GROUPS
TOPICS SURVEY
(PERCENT RESPONDING)

	AERONAUTICAL RATING				ALL ACTIVE
	NON-RATED	PILOT	NAVIGATOR	AIRCREW	
NUMBER IN GROUP	1,113	301	91	32	1,546
PERCENT OF SAMPLE	72%	19%	6%	2%	100%
EXPRESSED JOB INTEREST					
DULL	9%	6%	2%	13%	8%
SO-SO	10%	9%	5%	9%	10%
INTERESTING	81%	85%	92%	78%	82%
PERCEIVED USE OF TALENTS					
NONE TO VERY LITTLE	16%	12%	11%	25%	15%
FAIRLY TO VERY WELL	63%	55%	71%	59%	62%
EXCELLENT TO PERFECT	20%	33%	18%	16%	23%
PERCEIVED USE OF TRAINING					
NONE TO VERY LITTLE	21%	15%	7%	13%	19%
FAIRLY TO VERY WELL	59%	43%	64%	56%	56%
EXCELLENT TO PERFECT	20%	42%	30%	31%	25%
SENSE OF ACCOMPLISHMENT					
DISSATISFIED	18%	12%	13%	25%	16%
NEUTRAL	5%	5%	4%	0%	5%
SATISFIED	77%	83%	82%	75%	79%
CAREER PLANS					
SEPARATE WITHOUT RETIREMENT BENEFITS	6%	2%	5%	9%	6%
PROBABLY SEPARATE BEFORE RETIREMENT	19%	23%	16%	28%	20%
PROBABLY STAY FOR RETIREMENT	31%	40%	27%	19%	32%
RETIRE WITH FULL BENEFITS	43%	33%	51%	44%	42%

TABLE 57

SELECTED BACKGROUND DATA BY ACTIVE DUTY FUNCTIONAL AREA GROUPS TOPICS SURVEY

	ENGINEERING	COMM-CMPTR	FINANCE	INFO MGMT	INTEL	LEGAL	LOGISTICS	ALL ACTIVE
NUMBER IN GROUP	54	123	19	51	56	14	159	1,546
PERCENT OF SAMPLE	3%	8%	1%	3%	4%	1%	10%	100%
PERCENT SUPERVISING	52%	59%	42%	86%	66%	50%	79%	60%
AVERAGE TIME IN PRESENT JOB (MONTHS)	12	14	13	10	11	17	14	16
AVERAGE TIUF (MONTHS)	40	47	37	23	38	41	39	40
AVERAGE TAFMS (MONTHS)	59	82	56	58	61	60	74	67
PERCENT PRIOR SERVICE	20%	27%	26%	24%	21%	14%	29%	21%
PRESENT RANK (PERCENT)								
2ND LT	33%	26%	53%	57%	32%	0%	32%	28%
1ST LT	39%	37%	32%	29%	39%	14%	35%	33%
CAPT	28%	35%	16%	14%	29%	86%	33%	37%
FIELD GRADE	0%	2%	0%	0%	0%	0%	1%	3%
COMMISSIONING SOURCE (PERCENT)								
ROTC	67%	59%	74%	63%	52%	29%	47%	44%
OTS-OCS	13%	28%	5%	25%	16%	0%	27%	19%
ACADEMIES	20%	12%	21%	12%	32%	0%	26%	22%
DIRECT	0%	0%	0%	0%	0%	71%	0%	15%
AERONAUTICAL RATING (PERCENT)								
NONRATED	94%	97%	79%	92%	91%	100%	86%	72%
PILOT	4%	2%	16%	8%	7%	0%	15%	19%
NAVIGATOR	0%	1%	0%	0%	0%	0%	1%	6%
NONRATED AIRCREW	2%	0%	0%	0%	2%	0%	0%	2%
PERCENT COMPLETING A PME COURSE	15%	33%	16%	12%	21%	57%	26%	24%

TABLE 57 (CONTINUED)

SELECTED BACKGROUND DATA BY ACTIVE DUTY FUNCTIONAL AREA GROUPS TOPICS SURVEY

	MEDICAL	OPERATIONS	RESOURCE MGMT	SCI & ENGR	POLICE SECURITY	WEATHER	ALL ACTIVE
NUMBER IN GROUP	236	522	43	153	36	23	1,546
PERCENT OF SAMPLE	15%	34%	3%	10%	2%	1%	100%
PERCENT SUPERVISING	69%	53%	72%	34%	92%	57%	60%
AVERAGE TIME IN PRESENT JOB (MONTHS)	23	17	16	16	12	13	16
AVERAGE TIUF (MONTHS)	49	37	44	39	40	37	40
AVERAGE TAFMS (MONTHS)	65	67	70	68	59	65	67
PERCENT PRIOR SERVICE	26%	16%	30%	17%	14%	22%	21%
PRESENT RANK (PERCENT)							
2ND LT	20%	19%	47%	44%	33%	30%	28%
1ST LT	25%	38%	16%	20%	33%	48%	33%
CAPT	39%	43%	37%	35%	33%	22%	37%
FIELD GRADE	15%	0%	0%	1%	0%	0%	3%
COMMISSIONING SOURCE (PERCENT)							
ROTC	6%	50%	56%	48%		65%	44%
OTS-OCS	0%	23%	23%	17%		35%	19%
ACADEMIES	2%	26%	21%	35%	44%	0%	22%
DIRECT	89%	0%	0%	1%		0%	15%
AERONAUTICAL RATING (PERCENT)							
NONRATED	95%	40%	86%	85%	92%	96%	72%
PILOT	0%	41%	9%	10%	6%	0%	19%
NAVIGATOR	0%	15%	5%	0%	0%	0%	6%
NONRATED AIRCREW	2%	3%	0%	5%	3%	4%	2%
PERCENT COMPLETING A PME COURSE	13%	26%	37%	27%	22%	22%	24%

TABLE 58

JOB SATISFACTION INDICATORS BY ACTIVE DUTY FUNCTIONAL AREA GROUPS TOPICS SURVEY
(PERCENT RESPONDING)

	ENGINEERING	COMM-CMPTR	FINANCE	INFO MGMT	INTEL	LEGAL	LOGISTICS	ALL ACTIVE
NUMBER IN GROUP	54	123	19	51	56	14	159	1,546
PERCENT OF SAMPLE	3%	8%	1%	3%	4%	1%	10%	100%
EXPRESSED JOB INTEREST								
DULL	11%	8%	5%	8%	4%	7%	14$	8%
SO-SO	7%	13%	21%	14%	9%	14%	10%	10%
INTERESTING	81%	79%	74%	78%	88%	79%	76%	82%
PERCEIVED USE OF TALENTS								
NONE TO VERY LITTLE	22%	18%	16%	16%	14%	14%	18%	15%
FAIRLY TO VERY WELL	65%	61%	58%	57%	66%	43%	68%	62%
EXCELLENT TO PERFECT	13%	21%	26%	27%	20%	43%	14%	23%
PERCEIVED USE OF TRAINING								
NONE TO VERY LITTLE	30%	35%	16%	35%	25%	0%	19%	19%
FAIRLY TO VERY WELL	61%	54%	53%	59%	57%	64%	67%	56%
EXCELLENT TO PERFECT	9%	11%	32%	6%	18%	36%	13%	25%
SENSE OF ACCOMPLISHMENT								
DISSATISFIED	22%	24%	16%	16%	16%	0%	23%	16%
NEUTRAL	6%	4%	11%	6%	2%	7%	6%	5%
SATISFIED	72%	72%	74%	78%	82%	93%	71%	79%
CAREER PLANS								
SEPARATE WITHOUT RETIREMENT BENEFITS	17%	8%	5%	2%	7%	7%	4%	6%
PROBABLY SEPARATE BEFORE RETIREMENT	35%	20%	11%	16%	18%	7%	13%	20%
PROBABLY STAY FOR RETIREMENT	26%	24%	37%	25%	30%	50%	33%	32%
RETIRE WITH FULL BENEFITS	22%	48%	47%	53%	45%	36%	50%	42%

TABLE 58 (CONTINUED)

JOB SATISFACTION INDICATORS BY ACTIVE DUTY FUNCTIONAL AREA GROUPS (CONTINUED) TOPICS SURVEY
(PERCENT RESPONDING)

	MEDICAL	OPERATIONS	RESOURCE MGMT	SCI & ENGR	POLICE SECURITY	WEATHER	ALL ACTIVE
NUMBER IN GROUP	236	522	43	153	36	23	1,546
PERCENT OF SAMPLE	15%	34%	3%	10%	2%	1%	100%
EXPRESSED JOB INTEREST							
DULL	3%	8%	9%	12%	11%	0%	8%
SO-SO	8%	10%	19%	9%	3%	4%	10%
INTERESTING	89%	83%	72%	78%	86%	96%	82%
PERCEIVED USE OF TALENTS							
NONE TO VERY LITTLE	6%	17%	23%	21%	8%	4%	15%
FAIRLY TO VERY WELL	67%	59%	51%	64%	58%	70%	62%
EXCELLENT TO PERFECT	28%	25%	26%	14%	33%	26%	23%
PERCEIVED USE OF TRAINING							
NONE TO VERY LITTLE	8%	11%	37%	31%	17%	13%	19%
FAIRLY TO VERY WELL	64%	49%	44%	56%	67%	61%	56%
EXCELLENT TO PERFECT	29%	39%	19%	12%	17%	26%	25%
SENSE OF ACCOMPLISHMENT							
DISSATISFIED	12%	15%	21%	19%	11%	4%	16%
NEUTRAL	3%	5%	9%	5%	3%	0%	5%
SATISFIED	85%	80%	70%	75%	86%	98%	79%
CAREER PLANS							
SEPARATE WITHOUT RETIREMENT BENEFITS	9%	3%	2%	5%	11%	4%	6%
PROBABLY SEPARATE BEFORE RETIREMENT	25%	20%	14%	20%	25%	22%	20%
PROBABLY STAY FOR RETIREMENT	32%	35%	21%	30%	39%	35%	32%
RETIRE WITH FULL BENEFITS	34%	41%	63%	44%	25%	39%	42%

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Scientific and Development Engineering

Information brief
Trip Report
Conferences - know how to set up and run an effective conference
Systems Acquisition
Research and Development
Systems program management
Weapons systems acquisition process--the cycle and potential problems associated
  with new weapons systems acquisition

Information Management

Indorsement Letter
Social actions programs and policies--legal and ethical requirements and constraints,
  e.g., affirmative actions and EEO

Resource Management

Talking paper
Message
Air Force manpower and personnel systems operations

Logistics

Maintenance planning and control techniques--developing schedules and insuring
  follow-up programs

Weather

Staff Briefing

Communications-Computer Systems

Effects of modern technology on the function of command
Management information systems--how to determine information requirements
  and provide managers with needed timely information
Air Force communication systems operations

Medical

Characteristics of effective leaders/managers--identification of similarities
  among successful leaders/managers
Interviewing techniques--types of interview formats and styles; methods
  for effectively eliciting information

Prevention and reduction of executive stress--identification of and
  suggestions for dealing with the sources of executive stress
Disaster control--organization, management, and purpose of disaster control
  plans and operations

Operations

Characteristics of effective leaders/managers--identification of similarities among
  successful leaders/managers

Legal

Advocacy briefing
Planning research--develop a research plan to use as a guide in collecting support
  material
Documentation--give proper credit and avoid plagiarism or literary theft
Social actions programs and policies--legal and ethical requirements and
  constraints, e.g., affirmative actions and EEO
Drug and alcohol abuse--current drug and alcohol abuse problems and Air Force
  programs designed to combat these problems
Interviewing techniques--types of interview formats and styles; methods for
  effective eliciting information

Finance

Planning, Programming, and Budgeting System (PPBS)
Installation level financial management
Air Force budget systems operations
Officer Financial Responsibilities

Security Police and Special Investigations

Military justice system--exposure to the unique characteristics of the Uniform
  Code of Military Justice and its application in the Air Force
Personal combative measures--techniques and utility of various hand-to-hand
  protective or combative measures
Procedures for equipping combat and support units
Procedures for training combat and support units

Intelligence

Intelligence--the role of intelligence in planning and employing tactical forces
Air Force intelligence systems operations
Contemporary international environment--the major sources of conflict among
  nations and their impact on U.S. national security

International politico-economic affairs--politico-economic aspects of the current
  international system and their impact on U.S. foreign policy
Insurgency and international terrorism--their implications for U.S. foreign
  policy and national security
Russian-American relations--Russian-American relations and national policy
  objectives from the perspectives of both nations

While the above topics point out differences among the functional groups, there are several areas which are consistently rated in the top 50 for educational emphasis across functional responsibilities. These topics are listed in Table 59. Education Emphasis ratings for individual functional groups are given in Appendix D. Also included in Appendix D are topics ranked in the top 50 by any functional group

Curriculum Topics Education Emphasis

Two hundred eighteen supervisors completed the Curriculum Topics Education Emphasis booklet. These senior personnel were asked to rate topics which should be covered in commissioning education programs for first-assignment officers in their Duty AFSC. A rating of 1 indicates a low need while a rating of 9 indicates an extremely high need. Average ratings were computed for each topic. Table 60 shows the topics with the highest average ratings for all the raters. Topics considered most important concern time management, sexual harassment, effective listening, security, military officership, and officer/NCO relationships. All of the topics listed would be considered important for a commissioning education program. The Education Emphasis ratings were also computed individually for each Air Force component. Topics rated highest in education emphasis by active duty personnel are given in Table 61. The Education Emphasis ratings for reserve respondents are shown in Table 62. The combined ratings of Reserve members did not reach a significant level of agreement. Reserve information is shown; however, caution should be used in interpreting the data. Table 63 shows the highest topics' Education Emphasis ratings for Guard personnel. Table 64 shows the topics' Education Emphasis ratings ranked in the top 50 by all components. There are 30 topics commonly rated high by all groups. A complete list of all topics with the rank order Education Emphasis ratings is given in the extract.

Table 65 shows a comparison of rank order for topics emphasis inventory ratings of active duty members compared to the Education Emphasis ratings given by active duty supervisors. Only comparisons for the top 25 topics are shown for each group. For instance, time management--how to manage your time and activities to insure effective/efficient accomplishment of mission was ranked number 1 by both personnel completing the topics inventory and by supervisors completing the Education Emphasis booklet. Of the topics ranked in the top 25 by the active duty sample, all but 8 were also ranked in the top 25 by supervisors. The 8 topics rated in the top 25 by supervisors, but not by members completing the survey, are shown at the bottom of the table. Fraternization was ranked number 2 by supervisors and number 30 by survey

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TABLE 59

TOPICS RATED IN TOP 50 BY ALL FUNCTIONAL GROUPS

TOPIC/TITLE	ENG NR	COM CMP	FIN NCE	INF MGM	INT EL	LEG AL	LOG IST	MED CAL	OPS	RES MGM	SCI ENG	SEC RTY	WET HR	ALL ACT
A. COMMUNICATIVE SKILL TOPICS														
A39 Effective listening--how to listen actively and to avoid the effects of common distractors	14	9	13	9	8	12	2	1	3	8	9	43	5	2
A40 Techniques of logical thinking	9	1	4	27	6	5	11	5	5	13	2	40	16	3
A41 Techniques of creative thinking	19	15	16	32	20	7	25	9	20	24	18	33	10	10
B. GENERAL COMMAND AND MANAGEMENT TOPICS														
B48 Time management--how to manage your time and activities to insure effective/ efficient accomplishment of mission	5	3	27	7	4	19	3	2	2	3	3	23	1	1
B57 Interpersonal communications processes--barriers to effective communication and how to overcome them	23	17	10	21	11	24	6	7	11	25	25	28	33	7
B68 Delegation techniques--how, when, and what to delegate	6	30	41	14	40	46	14	3	16	26	49	4	18	5
B79 Time management techniques-- how to accomplish the most production possible in the time available	3	4	5	17	12	21	16	4	9	7	6	21	2	4
C. TOPICS ON THE MILITARY PROFESSION, ENVIRONMENT, AND MANAGEMENT														
C111 Military professionalism	25	14	31	22	13	22	10	25	8	12	32	13	41	11

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TABLE 60

HIGHEST TOPICS ED EMPHASIS RATINGS: TOTAL
(N=218)

NUMBER/TOPIC		TOTAL EE
B48	Time management--how to manage your time and activities to insure effective/ efficient accomplishment of mission	7.06
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.95
A39	Effective listening--how to listen actively and avoid the effects of common distractors	6.92
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.79
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.73
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.71
B79	Time management techniques--how to accomplish the most production possible in the time available	6.70
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.67
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	6.62
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	6.61
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.56
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.54
A40	Techniques of logical thinking	6.51
A29	Active writing--making it dynamic, direct, simple, and clear	6.49
B62	Leadership techniques--putting theory into practice	6.48
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	6.46
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.45
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.44
B61	Motivation theory--human factors affecting performance	6.42

NOTE: The average topics need emphasis rating was 4.63, with a standard deviation of 1.08. Tasks rated above 5.71 are high in topics need emphasis

TABLE 61

HIGHEST TOPICS ED EMPHASIS RATINGS: ACTIVE
(N=117)

NUMBER/TOPIC		ACTIVE EE
B48	Time management--how to manage your time and activities to insure effective/ efficient accomplishment of mission	7.03
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	6.92
C113	Military officership--understanding t^t unique combination of responsibilities and values required of officers responsibilities and values required of officers in the profession of arms and the service of their country	6.90
C110	Sexual harassment--understand that sexual harassment is illegal and ~an have severe effect on morale and mission accomplishment	6.87
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	6.82
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.78
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.77
B79	Time management techniques--how to accomplish the most production possible in the time available	6.58
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.57
C114	Career development--know the general structure and career progression patterns common to most Air Force caree fields, including the Air Force personnel system and education opportunities	6.57
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.52
C149	Officer/Enlisted Evaluation Systems	6.52
A40	Techniques of logical thinking	6.50
C150	Officer Performance Feedback Worksheets	6.43
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	6.39
C124	Military customs, courtesies, and ceremonies--background and importance of traditional military activities	6.32
B60	Followership--relationship between leader and follower under selected leadership theories	6.29
C115	Social obligations--social behavior, relationships, and responsibilities expected of Air Force officers	6.28
A29	Active writing--making it dynamic, direct, simple, and clear	6.26
C126	Code of conduct--tradition, importance, and use of the military code of conduct	6.26

NOTE: The average topics need emphasis rating was 4.36, with a standard deviation of 1.12. Tasks rated above 5.48 are high in topics need emphasis

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TABLE 62

HIGHEST TOPICS ED EMPHASIS RATINGS: RESERVE
(N=15)

Overall, the raters had LOW agreement as to which topics were necessary for newly commissioned officers. The average topics need emphasis ratings was 4.87, with a standard deviation of 1.08. Tasks rated above 5.95 are high in topics need emphasis. Caution should be used with these ratings, since the agreement among raters was low.

NUMBER/TOPICS		RESERVE EE
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	7.20
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	7.13
B79	Time management techniques--how to accomplish the most production possible in the time available	7.13
C128	Personal survival under emergency conditions--individual activities to maintain life in crisis conditions	7.07
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	7.07
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.07
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7.00
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	7.00
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	6.93
B73	Total Quality Management (TQM)--principles and evolution of quality movement	6.93
B62	Leadership techniques--putting theory into practice	6.87
B48	Time management--how to manage your time and activities to insure effective/ efficient accomplishment of mission	6.80
C119	Principles of management	6.80
C121	Role of the NCO--responsibilities and duties of the Air Force NCO	6.73
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.67
B80	Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	6.67
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.64
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.60
C149	Officer/Enlisted Evaluation Systems	6.60

TABLE 63

HIGHEST TOPICS ED EMPHASIS RATINGS: GUARD
(N=81)

NUMBER/TOPIC		GUARD EE
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.23
B48	Time management--how to manage your time and activities to insure effective/ efficient accomplishment of mission	7.14
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	7.06
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.01
A38	Effective reading--techniques for improving reading speed and comprehension	6.95
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	6.94
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	6.89
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	6.88
B62	Leadership techniques--putting theory into practice	6.85
B61	Motivation theory--human factors affecting performance	6.83
B79	Time management techniques--how to accomplish the most production possible in the time available	6.81
B68	Delegation techniques--how, when, and what to delegate	6.81
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.79
A22	Informative briefing	6.78
A29	Active writing--making it dynamic, direct, simple, and clear	6.77
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.74
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	6.73
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.68
A40	Techniques of logical thinking	6.63
A4	Formal military letter	6.62
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	6.60
B60	Followership--relationship between leader and follower under selected leadership theories	6.57
A35	Logical analysis--organize ideas to support major points	6.56

NOTE: The average topics need emphasis rating was 4.93, with a standard deviation of 1.11. Tasks rated above 6.04 are high in topics need emphasis

TABLE 64

TOPICS ED EMPHASIS RATINGS RANKED IN TOP 50 BY ALL COMPONENTS

NUMBER/TOPIC	ACTIVE EE	RESERVE EE	GUARD EE
A29 Active writing--making it dynamic, direct, simple, and clear	19	26	15
A39 Effective listening--how to listen actively and to avoid the effect of common distractors	6	28	1
A40 Techniques of logical thinking	13	38	19
A41 Techniques of creative thinking	33	22	29
B48 Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	1	12	2
B49 Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	25	2	16
B53 Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	21	47	21
B57 Interpersonal communications processes--barriers to effective communication and how to overcome them	9	7	13
B58 Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	15	1	8
B59 Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	31	25	17
B60 Followership--relationship between leader and follower under selected leadership theories	17	37	22
B61 Motivation theory--human factors affecting performance	27	27	10
B62 Leadership techniques--putting theory into practice	26	11	9
B63 Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	42	48	6
B64 Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	22	18	3
B68 Delegation techniques--how, when, and what to delegate	24	30	12
B73 Total Quality Management (TQM)--principles and evolution of quality movement	50	10	33
B75 Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	28	9	7
B79 Time management techniques--how to accomplish the most production possible in the time available	8	3	11
B80 Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	40	16	42
B92 Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	36	8	35
C108 Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	5	23	24
C110 Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	4	6	4
C111 Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	11	17	28
C113 Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	3	21	27
C114 Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	10	15	48
C121 Role of the NCO--responsibilities and duties of the Air Force NCO	29	14	38
C124 Military customs, courtesies, and ceremonies--background and importance of traditional military activities	16	31	41
C125 Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	7	5	18
C126 Code of conduct--tradition, importance, and use of the military code of conduct	20	32	32

TABLE 65

COMPARISON OF RANK ORDER RATINGS FOR TOPICS EMPHASIS INVENTORY
AND EDUCATION EMPHASIS RATINGS (TOP 25 TOPICS) FOR ACTIVE DUTY

NUMBER/TOPIC		ACT JI	ACT EE
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	1	1
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	2	6
A40	Techniques of logical thinking	3	13
B79	Time management techniques--techniques--how to accomplish the most production possible in the time available	4	8
B68	Delegation techniques--how, when, and what to delegate	5	24
C114	Career development--know the general structure and career progression patterns common in most Air Force career fields, including the Air Force personnel system and education opportunities	6	10
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7	9
A29	Active writing--making it dynamic, direct, simple, and clear	8	19
C113	Military officership--understand the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	9	3
A41	Techniques of creative thinking	10	33
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	11	11
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	12	22
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	13	44
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	14	4
B61	Motivation theory--human factors affecting performance	15	27
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCOs to insure effective mission accomplishment	16	5
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	17	25
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	18	36
A43	Using Air Force publications	19	37
C117	Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits system for officer and enlisted personnel	20	23
A4	Formal military letter	21	41
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	22	15
C149	Officer/Enlisted Evaluation Systems	23	12
A22	Informative briefing	24	32
B62	Leadership techniques--putting theory into practice	25	26
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	30	2
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	26	7
C150	Officer Performance Feedback Worksheets	46	14
C124	Military customs, courtesies, and ceremonies--background and importance of traditional military activities	55	16
B60	Followership--relationship between leader and follower under selected leadership theories	35	17
C115	Social obligations--social behavior, relationships, and responsibilities expected of Air Force officers	31	18
C126	Code of conduct--tradition, importance, and use of the military code of conduct	56	20
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	37	21

respondents. While fraternizations was ranked very high by supervisors, it would still be considered important by survey respondents although ranked 30th. Complete listings of these rank order comparisons for all components are given in the extract.

Write-In Comments

Individuals were encouraged to add additional information about their field, their job, PME, or to clarify responses to background questions. At least half of the comments were to clarify responses from the "other background" response. Additional comments were made regarding both length and content of the surveys. Write-in comments are extracted from each instrument.

The LMC survey requested ratings of performance and time spent on LMC tasks. Many of the write-in responses for the LMC survey related to their specific jobs which did not require performance of this type of task. For example, "The job I have now has no leadership opportunities. I am in charge of no one and I basically do worker bee type work." Additionally, "As a company grade officer in a rated position, the opportunities to supervise any enlisted troops are few. Additional duties rarely require supervision of others. Often I find myself seeking advice on procedures and such from senior NCOs. As a pilot, most of my 'total job time' is spent planning, briefing, flying, and debriefing. Additional duties fit in the time available when I am not either flying or self-educating." Most of the responses were not related to a specific area. Write-in comments are given in Appendix E.

Several senior officers completing the LMC Educational Emphasis booklet also had comments. Some of the areas covered by the comments include: Computer training; writing and communication, military protocol in social areas; Total Quality Management; Officer/NCO relationships; and knowledge of military environment. Comments from the LMC Education Emphasis booklet respondents are also included in Appendix E.

Comments from the Topics Survey and Topics Education Emphasis booklet are included in Appendix F. Comments covered a wide range from recommendations for more practical applications of training to theories. For example: "Most of the first few sections were very noble and abstract, but I think more practical information should be taught at the cadet level. Most instructors, etc., have been in long enough to not remember the confusion they felt when initially introduced to such concepts as a leave form or an orderly room. The political aspects, while interesting and the main determinant of our mission, have nothing to do with the day-to-day administration tasks I was immersed with my first day. What is a CBPO? How do you fill out travel vouchers? What is permissive TDY? The most useful information I received in 4 years of ROTC was all in the 'TICKET.' Think practical, not abstract." In contrast, "Just because my current job does not involve strategic or national defense policy planning (nor for that matter, tactical or strategic warfighting, joint-service or joint-nations operations, or domestic and international political issues, does not mean that I am not knowledgeable or interested in such topics). I believe all officers should have at least some familiarity with 'the big picture.' Be careful about reducing training in 'less relevant areas.' Officers should be able to explain intelligently not only what they do, but how that supports the overall Air Force mission and U.S.

government objectives." One theme constant is the need for better communication and writing skills. Other areas of comments involved specific PME training. Specific areas for comments included the role of the NCO, writing, and computers.

A review of the comments will provide additional information related to officers' views of the tasks they perform and the topics they consider important.

Summary

This report presents a brief summary of the data collected from the LMC Task Inventory and the Curriculum Topics Survey. Data were collected from independent samples of company grade officers and line officers with less than 5 years active duty. Additional data were collected through education emphasis booklets. This report highlights the data and illustrates the information that is available.

The basic data were run separately for each survey for the following groups: total sample, component, source of commission, rank, aeronautical status, and functional area. The same background data are available for each of these groups for both surveys.

Data from the LMC Inventory show the percent members performing LMC tasks included in the inventory. Additionally, a measure of the relative time spent on each task is available. This time factor was summed and is presented by duty, which provides an indication of the time officers spend in each of these areas. This information is presented for each of the individual groups. In addition, tables are presented so that comparisons can be made across members of the various groups; i.e., active duty, reserve, and guard personnel. Tasks which are performed in common across groups and tasks which are uniquely performed by a group can be identified. This type of information can be used to establish which tasks need to be presented for any given group or to establish a core group of tasks across groups. In examining the differences in task performance, little difference was found among component and major source of commission groups. Minor differences were found through the grade of major for rank groups. The largest difference in nonrated and rated groups was the amount of time involved in continual training for rated personnel. The largest differences occur within functional areas. Although some differences were found among the various groups, tasks in the communicating area consistently occupy the largest percentage of their job time.

While the LMC inventory collected task performance data, the Topics Survey covers curriculum topics from the various PME courses. Topics emphasis ratings were computed for each individual topic and then computed for the various groups. This gives a mean rating for each topic as to importance for a curriculum program. In addition, to provide comparison data across groups, these ratings were rank ordered for each group. Listings of the topics by individual groups identify the topics these officers considered most important for a commissioning program. By rank ordering the ratings, topics considered important for the individual group are identified. Comparisons can then be made across groups to identify the topics considered important by members of various groups or to identify topics considered important by an individual group. For

instance, effective listening and time management topics were rated highest across all commissioning sources. Additionally, by looking at rank ratings, changes in progression may be identified at different points in a career. As in the LMC data, the largest variations in Educational Emphasis data occurred among functional groups. Most of these differences highlight the specific job performed by personnel within the functional area. For instance, legal members rated advocacy briefings very high, while finance personnel rated the PPBS high.

Curriculum Topics Education Emphasis ratings were also obtained from senior supervisory personnel. These ratings are provided for all raters, active duty, reserve, and guard members. These ratings provide information as to their conception of needs for personnel they supervise. Topics considered most important concern time management, sexual harassment, effective listening, security, military officership, and officer/NCO relationships. Comparisons were also made with the supervisory members' ratings and those of the basic survey sample.

By using the data, curriculum planners can identify the PMP for LMC task, as well as the relative percent time spent on that task. Ratings of importance or emphasis are provided for topics included in the various PME courses. In addition, ratings of importance by supervisors are provided. Background information and write-in comments provide demographic, attitude, and suggestions for PME. Detailed printouts of the information discussed are presented in the Training Extract.

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APPENDIX A

BACKGROUND INFORMATION

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TABLE A1

FUNCTIONAL AREA BY ACTIVE DUTY ASSIGNED AND ACTIVE DUTY, RESERVE, AND GUARD SAMPLES LMC AND TOPICS SURVEY

	Active Asgnd	Active Topics	Active LMC	Reserve Topics	Reserve LMC	Guard Topics	Guard LMC
NUMBER IN GROUP	58,827	1,442	1,546	43	44	192	162
Chaplain	1%	1%	-	19%	18%	2%	2%
Civil Engineering	2%	3%	2%	-	5%	8%	6%
Communications-Computer	6%	6%	8%	2%	-	5%	5%
Financial	1%	1%	1%	-	-	2%	1%
Information Management	2%	3%	3%	-	-	3%	3%
Intelligence	3%	4%	3%	7%	2%	4%	4%
International Politico-Military Affairs	-	-	-	-	-	-	-
Legal	1%	1%	1%	2%	-	-	1%
Logistics	9%	10%	10%	9%	16%	17%	15%
Medical	15%	15%	15%	19%	25%	11%	22%
Operations	34%	34%	34%	21%	25%	33%	32%
Personnel Resources Management	2%	3%	3%	9%	2%	8%	5%
Public Affairs	1%	-	-	-	2%	1%	-
Scientific and Development Engineering	10%	10%	12%	-	-	-	-
Security Police	1%	2%	2%	5%	-	1%	1%
Special Investigators	1%	-	-	2%	-	-	-
Weather	1%	1%	2%	-	-	2%	-

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

TABLE A2

FUNCTIONAL AREA ASSIGNED BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS
LMC SURVEY

	Direct	OTS/ OCS	ROTC	Acad	No Crse	AFOOC	HPOIC	MIMSO	All Active
NUMBER IN GROUP	193	284	663	290	44	12	12	182	1,442
PERCENT OF SAMPLE	13%	20%	46%	20%	3%	1%	1%	13%	100%
Chaplain	3%	-	-	-	-	50%	-	-	-
Civil Engineering	-	2%	3%	1%	2%	-	-	-	2%
Communications-Computer	-	11%	12%	6%	5%	-	-	-	9%
Financial	-	1%	1%	-	-	-	-	-	1%
Information Management	-	6%	3%	6%	-	-	-	-	3%
Intelligence	-	2%	3%	6%	7%	8%	-	-	3%
International Politico-Military Affairs	-	-	-	-	-	-	-	-	-
Legal	2%	-	1%	1%	-	25%	-	-	1%
Logistics	-	14%	11%	13%	16%	-	-	-	10%
Medical	95%	-	3%	2%	11%	-	100%	100%	15%
Operations	-	40%	40%	38%	34%	17%	-	-	34%
Personnel Resources Management	-	3%	3%	2%	-	-	-	-	3%
Public Affairs	-	-	-	1%	2%	-	-	-	-
Scientific and Development Engineering	-	11%	13%	18%	11%	-	-	-	12%
Security Police	-	1%	1%	4%	2%	-	-	-	2%
Special Investigators	-	-	-	-	-	-	-	-	-
Weather	-	2%	2%	1%	2%	-	-	-	2%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

A2

TABLE A3

FUNCTIONAL AREA ASSIGNED BY ACTIVE DUTY SOURCE OF COMMISSION GROUPS
TOPICS SURVEY

	Direct	OTS/ OCS	ROTC	Acad	No Crse	AFOOC	HPOIC	MIMSO	All Active
NUMBER IN GROUP	226	291	685	338	65	13	13	202	1,546
PERCENT OF SAMPLE	15%	19%	44%	22%	4%	1%	1%	13%	100%
Chaplain	1%	-	-	-	-	23%	-	-	-
Civil Engineering	-	2%	5%	3%	5%	8%	-	-	3%
Communications-Computer	-	12%	11%	4%	5%	-	-	-	8%
Financial	-	-	2%	1%	3%	-	-	-	1%
Information Management	-	4%	5%	2%	-	-	-	-	3%
Intelligence	-	3%	4%	5%	2%	-	-	-	4%
International Politico-Military Affairs	-	-	-	1%	2%	-	-	-	-
Legal	4%	-	1%	-	2%	69%	-	-	1%
Logistics	-	15%	11%	12%	12%	-	-	-	10%
Medical	93%	-	2%	1%	5%	-	100%	99%	15%
Operations	-	43%	38%	40%	37%	-	-	-	34%
Personnel Resources Management	-	3%	4%	3%	5%	-	-	-	3%
Public Affairs	-	-	-	1%	-	-	-	-	-
Scientific and Development Engineering	-	9%	11%	16%	17%	-	-	-	10%
Security Police	-	1%	2%	4%	2%	-	-	-	2%
Special Investigators	-	-	-	-	2%	-	-	-	-
Weather	-	3%	2%	-	2%	-	-	-	1%

- Indicates less than 1 percent

NOTE: Percentages may not add to 100 percent due to rounding

TABLE A4

BENEFIT OF PRECOMMISSIONING TRAINING BY SOURCE OF COMMISSION GROUPS
TOPICS SURVEY (Active Duty)

	OTS/OCS	ROTC	Acad	AFOOC	HPOIC	MIMSO
NUMBER IN GROUP	291	685	338	13	13	202
PERCENT OF SAMPLE	19%	44%	22%	1%	1%	13%
None to Small Extent	21%	22%	11%	46%	69%	51%
Moderate	31%	33%	22%	23%	23%	29%
Large to Maximal Extent	48%	46%	65%	31%	8%	19%

NOTE: Columns may not add to 100 percent due to rounding

TABLE A5

BENEFIT OF PRECOMMISSIONING TRAINING BY SOURCE OF COMMISSION GROUPS
LMC SURVEY (Active Duty)

	OTS/OCS	ROTC	Acad	AFOOC	HPOIC	MIMSO
NUMBER IN GROUP	284	663	290	12	12	182
PERCENT OF SAMPLE	20%	46%	20%	1%	1%	13%
None to Small Extent	23%	22%	8%	50%	41%	50%
Moderate	31%	34%	16%	17%	42%	35%
Large to Maximal Extent	46%	44%	75%	25%	8%	14%

NOTE: Columns may not add to 100 percent due to rounding

A4

TABLE A6

AVERAGE NUMBER OF TASKS PERFORMED AND PERCENT SPENDING
AT LEAST 50 PERCENT OF TIME ON LMC TASKS
LMC SURVEY

	AVERAGE NO TASKS	AT LEAST 50% OF TIME
Chaplain (N=6)	104	67%
Civil Engineering (N=29)	116	66%
Communications-Computer (N=127)	87	55%
Financial (N=8)	82	77%
Information Management (N=38)	130	61%
Intelligence (N=46)	88	58%
Legal (N=11)	92	45%
Logistics (N=149)	127	64%
Medical (N=216)	81	24%
Operations (N=491)	65	36%
Personnel Resources Management (N=38)	124	59%
Public Affairs (N=6)	228	33%
Scientific and Development Engineering (N=169)	70	62%
Security Police (N=29)	133	48%
Weather (N=25)	88	64%

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APPENDIX B

REPRESENTATIVE TASKS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION INVENTORY

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TABLE B1

REPRESENTATIVE TASKS
ALL ACTIVE DUTY DIRECT COMMISSION - NO COURSE
NUMBER OF MEMBERS: 44

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	82
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	65
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	65
A76	Read professional publications, such as books or articles	64
A73	Provide oral information, recommendations, or advice to superiors	64
D139	Provide individuals with informal positive feedback	61
A72	Provide oral information, directions, or advice to personnel on a lateral level	59
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	57
H201	Evaluate impact of own personality or actions on others in duty situations	55
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	55
N337	Host or escort visitors	55
K266	Obtain agreement from peers on tasks to be done	55
A71	Provide oral information, directions, or advice to subordinates	52
A62	Participate in unit or section staff meetings	52
K268	Obtain agreement from those superior in rank or position on tasks to be done	52
A77	Read technical reports or other studies	52
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	52
L277	Compile and organize information to facilitate own decision making	50
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	50
A65	Prepare or deliver informative briefings	50
A23	Draft or write formal military letters	50
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	48
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	48
A30	Draft or write Memoranda for Records (MFRs)	48
D138	Provide individuals with informal negative feedback	48
D125	Establish effective working relationships with personnel from outside organizations	48

TABLE B2

REPRESENTATIVE TASKS
ALL ACTIVE DUTY DIRECT COMMISSION - AFOOC
NUMBER OF MEMBERS: 12

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	92
A76	Read professional publications, such as books or articles	92
D139	Provide individuals with informal positive feedback	92
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	83
H201	Evaluate impact of own personality or actions on others in duty situations	75
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	75
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	67
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	67
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	67
A23	Draft or write formal military letters	67
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	67
A62	Participate in unit or section staff meetings	67
A71	Provide oral information, directions, or advice to subordinates	67
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	67
B95	Monitor progress of personnel who have been counseled or advised	67
A73	Provide oral information, recommendations, or advice to superiors	67
K266	Obtain agreement from peers on tasks to be done	58
A72	Provide oral information, directions, or advice to personnel on a lateral level	58
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	58
K268	Obtain agreement from those superior in rank or position on tasks to be done	58
L277	Compile and organize information to facilitate own decision making	58
D125	Establish effective working relationships with personnel from outside organizations	58
A68	Prepare or deliver speeches	58
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	58
D138	Provide individuals with informal negative feedback	58

TABLE B3

REPRESENTATIVE TASKS
ALL ACTIVE DUTY DIRECT COMMISSION - HPOIC
NUMBER OF MEMBERS: 12

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	83
A66	Prepare or deliver lectures	83
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	83
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	75
D139	Provide individuals with informal positive feedback	75
A72	Provide oral information, directions, or advice to personnel on a lateral level	75
A73	Provide oral information, recommendations, or advice to superiors	75
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	75
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67
F158	Attend educational programs or professional development courses during duty time	67
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	67
A56	Give dictation to secretary or to word processing system	58
A71	Provide oral information, directions, or advice to subordinates	58
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	58
D138	Provide individuals with informal negative feedback	58
D141	Provide section or unit with informal positive feedback	50
A58	Participate as a member of conferences, committee meetings panels, councils, or ad hoc working groups,	50
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	50
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	50
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	50
N341	Participate in professional conferences or conventions	50
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	42
L277	Compile and organize information to facilitate own decision making	42
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	42
D140	Provide section or unit with informal negative feedback	42

B3

TABLE B4

ALL ACTIVE DUTY DIRECT COMMISSION - MIMSO
NUMBER OF MEMBERS: 182

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	93
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	80
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	80
D139	Provide individuals with informal positive feedback	80
A62	Participate in unit or section staff meetings	77
F158	Attend educational programs or professional development courses during duty time	76
A71	Provide oral information, directions, or advice to subordinates	74
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	72
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	72
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	70
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	70
A73	Provide oral information, recommendations, or advice to superiors	66
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	65
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	64
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	63
A72	Provide oral information, directions, or advice to personnel on a lateral level	62
D138	Provide individuals with informal negative feedback	60
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	59
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	59
L277	Compile and organize information to facilitate own decision making	59
H201	Evaluate impact of own personality or actions on others in duty situations	58
K270	Persuade those subordinate in rank or position to accomplish tasks	58
N341	Participate in professional conferences or conventions	57
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55
K268	Obtain agreement from those superior in rank or position on tasks to be done	55

TABLE B5

REPRESENTATIVE TASKS
ALL ACTIVE DUTY CHAPLAIN (89XX)
NUMBER OF MEMBERS: 6

TASKS		PERCENT MEMBERS PERFORMING
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	100
H201	Evaluate impact of own personality or actions on others in duty situations	100
B95	Monitor progress of personnel who have been counseled or advised	100
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	100
A68	Prepare or deliver speeches	100
A76	Read professional publications, such as books or articles	100
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	100
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	100
D139	Provide individuals with informal positive feedback	100
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	83
N346	Represent unit or organization in base social or ceremonial functions, such as retirements, luncheons, or dining-outs	83
A71	Provide oral information, directions, or advice to subordinates	83
D131	Implement morale-building activities, such as social, recreational, or orientation programs	83
A64	Practice or present classroom instruction, other than lectures	83
A72	Provide oral information, directions, or advice to personnel on a lateral level	83
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	83
D138	Provide individuals with informal negative feedback	83
A73	Provide oral information, recommendations, or advice to superiors	83
J231	Determine resources, such as funds, facilities, personnel, or equipment required for future or long-term activities	83
J230	Coordinate plans or proposals with others to obtain concurrence, support, or to pass information	83
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	83
A63	Plan or arrange conferences, committee meetings, panels, councils, or ad hoc working groups	83
K269	Persuade peers to accomplish tasks	83

TABLE B6

REPRESENTATIVE TASKS
ALL ACTIVE DUTY CIVIL ENGINEERING (55XX)
NUMBER OF MEMBERS: 29

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	93
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	93
A76	Read professional publications, such as books or articles	86
A72	Provide oral information, directions, or advice to personnel on a lateral level	86
A73	Provide oral information, recommendations, or advice to superiors	86
A23	Draft or write formal military letters	86
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	83
A18	Draft or write bullet background papers	79
L277	Compile and organize information to facilitate own decision making	76
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	76
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	76
J241	Identify tasks necessary to accomplish objectives for current activities	76
K266	Obtain agreement from peers on tasks to be done	76
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	76
A77	Read technical reports or other studies	72
F158	Attend educational programs or professional development courses during duty time	72
A70	Prepare or develop graphics or visual aids	72
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	72
J234	Establish or adjust milestones or suspenses for current activities	72
K268	Obtain agreement from those superior in rank or position on tasks to be done	72
D125	Establish effective working relationships with personnel from outside organizations	72
A65	Prepare or deliver informative briefings	72
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	72
A17	Draft or write background papers	69
K269	Persuade peers to accomplish tasks	69
A30	Draft or write Memoranda for Records (MFRs)	69

TABLE B7

REPRESENTATIVE TASKS
ALL ACTIVE DUTY COMMUNICATIONS-COMPUTER SYSTEMS (49XX)
NUMBER OF MEMBERS: 127

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	91
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	82
A76	Read professional publications, such as books or articles	80
A73	Provide oral information, recommendations, or advice to superiors	77
K268	Obtain agreement from those superior in rank or position on tasks to be done	77
L277	Compile and organize information to facilitate own decision making	76
A30	Draft or write Memoranda for Records (MFRs)	76
A72	Provide oral information, directions, or advice to personnel on a lateral level	75
A58	Participate as a member of conferences, committee meetings panels, councils, or ad hoc working groups,	74
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	72
K266	Obtain agreement from peers on tasks to be done	71
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	68
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	67
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	66
D139	Provide individuals with informal positive feedback	66
A23	Draft or write formal military letters	65
J241	Identify tasks necessary to accomplish objectives for current activities	65
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	65
A62	Participate in unit or section staff meetings	64
D125	Establish effective working relationships with personnel from outside organizations	63
H201	Evaluate impact of own personality or actions on others in duty situations	63
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	62
A77	Read technical reports or other studies	61
L278	Compile and organize information to facilitate decision making of others	60
J234	Establish or adjust milestones or suspenses for current activities	60
A71	Provide oral information, directions, or advice to subordinates	59

TABLE B8

REPRESENTATIVE TASKS
ALL ACTIVE DUTY FINANCIAL (67XX)
NUMBER OF MEMBERS: 8

TASKS		PERCENT MEMBERS PERFORMING
L297	Monitor use of funds	88
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	88
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	88
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	88
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	88
A76	Read professional publications, such as books or articles	88
H211	Evaluate use of funds	75
M325	Provide inputs to budget estimates or requests	75
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	75
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	75
L279	Control or manage cash accounts	75
A73	Provide oral information, recommendations, or advice to superiors	75
A57	Locate appropriate directive publications, such as regulations or manuals	75
L278	Compile and organize information to facilitate decision making of others	75
A62	Participate in unit or section staff meetings	75
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	75
A72	Provide oral information, directions, or advice to personnel on a lateral level	75
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	75
K252	Allocate, reallocate, or distribute funds	62
J232	Determine resources, such as funds, facilities, personnel, or equipment required for current activities	62
A55	Establish or maintain job-related contacts informally or at social or recreational activities	62
H201	Evaluate impact of own personality or actions on others in duty situations	62
L277	Compile and organize information to facilitate own decision making	62
H196	Evaluate behavior, personality, or desires of others to determine best means of accomplishing objectives	62

B8

TABLE B9

REPRESENTATIVE TASKS
ALL ACTIVE DUTY INFORMATION MANAGEMENT (70XX)
NUMBER OF MEMBERS: 38

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	97
D139	Provide individuals with informal positive feedback	95
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	95
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	92
A71	Provide oral information, directions, or advice to subordinates	89
A23	Draft or write formal military letters	87
B89	Counsel or advise military personnel on failure to maintain professional standards, such as appearance standards	87
A16	Draft or write Enlisted Performance Reports (EPRs) or suggested endorsements	87
A79	Review, edit, or indorse EPRs	84
H201	Evaluate impact of own personality or actions on others in duty situations	84
A73	Provide oral information, recommendations, or advice to superiors	84
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	84
C104	Define or explain standards, such as appearance, job performance, or behavior standards, expected of subordinates	84
A30	Draft or write Memoranda for Records (MFRs)	84
D125	Establish effective working relationships with personnel from outside organizations	82
A62	Participate in unit or section staff meetings	82
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	82
D138	Provide individuals with informal negative feedback	82
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	79
H203	Evaluate military personnel on factors such as job performance or professional qualities	79
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	79
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	79
A72	Provide oral information, directions, or advice to personnel on a lateral level	79
B95	Monitor progress of personnel who have been counseled or advised	79

TABLE B10

REPRESENTATIVE TASKS
ALL ACTIVE DUTY INTELLIGENCE (80XX)
NUMBER OF MEMBERS: 46

TASKS		PERCENT MEMBERS PERFORMING
A65	Prepare or deliver informative briefings	87
A76	Read professional publications, such as books or articles	87
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	85
D139	Provide individuals with informal positive feedback	80
A70	Prepare or develop graphics or visual aids	76
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	76
L280	Control, process, or destroy classified materials	74
A73	Provide oral information, recommendations, or advice to superiors	74
H201	Evaluate impact of own personality or actions on others in duty situations	74
A31	Draft or write messages for electrical transmission	72
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	72
A26	Draft or write information briefs	70
A71	Provide oral information, directions, or advice to subordinates	70
A72	Provide oral information, directions, or advice to personnel on a lateral level	70
L277	Compile and organize information to facilitate own decision making	67
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	67
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	67
D138	Provide individuals with informal negative feedback	67
A77	Read technical reports or other studies	65
K266	Obtain agreement from peers on tasks to be done	65
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	65
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	63
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	63
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	63
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	61
K268	Obtain agreement from those superior in rank or position on tasks to be done	61

TABLE B11

REPRESENTATIVE TASKS
ALL ACTIVE DUTY LEGAL (88XX)
NUMBER OF MEMBERS: 11

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	100
A76	Read professional publications, such as books or articles	100
J145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	91
A23	Draft or write formal military letters	91
L277	Compile and organize information to facilitate own decision making	82
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	82
A24	Draft or write in-turn letters	82
K268	Obtain agreement from those superior in rank or position on tasks to be done	82
A25	Draft or write indorsement letters	82
A30	Draft or write Memoranda for Records (MFRs)	73
D125	Establish effective working relationships with personnel from outside organizations	73
A73	Provide oral information, recommendations, or advice to superiors	73
A65	Prepare or deliver informative briefings	73
K261	Express desires expecting those subordinate in rank or position will accomplish tasks	73
A72	Provide oral information, directions, or advice to personnel on a lateral level	73
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	73
D139	Provide individuals with informal positive feedback	73
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	73
A27	Draft or write inputs to local publications, such as base bulletins, newspapers, or unit histories	73
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	64
A57	Locate appropriate directive publications, such as regulations or manuals	64
J241	Identify tasks necessary to accomplish objectives for current activities	64
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	64
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	64
L278	Compile and organize information to facilitate decision making of others	64
K250	Allocate time for tasks or projects	64

TABLE B12

REPRESENTATIVE TASKS
ALL ACTIVE DUTY LOGISTICS (31XX, 40XX, 60XX, 62XX, 64-66XX)
NUMBER OF MEMBERS: 149

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	91
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	90
D139	Provide individuals with informal positive feedback	87
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	83
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	81
A62	Participate in unit or section staff meetings	81
A71	Provide oral information, directions, or advice to subordinates	79
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	79
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	79
L277	Compile and organize information to facilitate own decision making	79
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	78
A73	Provide oral information, recommendations, or advice to superiors	78
A72	Provide oral information, directions, or advice to personnel on a lateral level	77
D125	Establish effective working relationships with personnel from outside organizations	77
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	77
H201	Evaluate impact of own personality or actions on others in duty situations	76
A76	Read professional publications, such as books or articles	75
A16	Draft or write Enlisted Performance Reports (EPRs) or suggested endorsements	74
D138	Provide individuals with informal negative feedback	74
A79	Review, edit, or indorse EPRs	72
D137	Present interests of subordinates, sections, or units to higher authorities	72
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	70
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	70
A23	Draft or write formal military letters	70

TABLE B13

REPRESENTATIVE TASKS
ALL ACTIVE DUTY MEDICAL (90-99XX)
NUMBER OF MEMBERS: 216

TASKS		PERCENT MEMBERS PERFORMING
A76	Read professional publications, such as books or articles	92
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	80
D139	Provide individuals with informal positive feedback	78
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	78
A62	Participate in unit or section staff meetings	74
F158	Attend educational programs or professional development courses during duty time	74
A71	Provide oral information, directions, or advice to subordinates	73
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	71
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	70
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	69
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	68
A73	Provide oral information, recommendations, or advice to superiors	66
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	65
A72	Provide oral information, directions, or advice to personnel on a lateral level	64
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	62
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	61
D138	Provide individuals with informal negative feedback	59
L277	Compile and organize information to facilitate own decision making	57
H201	Evaluate impact of own personality or actions on others in duty situations	57
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	57
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56
N341	Participate in professional conferences or conventions	56
K270	Persuade those subordinate in rank or position to accomplish tasks	55
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	53
K268	Obtain agreement from those superior in rank or position on tasks to be done	52

TABLE B14

REPRESENTATIVE TASKS
ALL ACTIVE DUTY OPERATIONS (10-20XX, 22XX)
NUMBER OF MEMBERS: 491

TASKS		PERCENT MEMBERS PERFORMING
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	79
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	75
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	71
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	70
D139	Provide individuals with informal positive feedback	70
A76	Read professional publications, such as books or articles	68
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	64
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	64
A72	Provide oral information, directions, or advice to personnel on a lateral level	63
A73	Provide oral information, recommendations, or advice to superiors	60
A71	Provide oral information, directions, or advice to subordinates	59
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	55
D138	Provide individuals with informal negative feedback	55
K266	Obtain agreement from peers on tasks to be done	55
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	54
K268	Obtain agreement from those superior in rank or position on tasks to be done	51
A65	Prepare or deliver informative briefings	50
L277	Compile and organize information to facilitate own decision making	49
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	49
N337	Host or escort visitors	49
H201	Evaluate impact of own personality or actions on others in duty situations	49
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	47
A77	Read technical reports or other studies	47
K269	Persuade peers to accomplish tasks	46
A57	Locate appropriate directive publications, such as regulations or manuals	46
B90	Counsel or advise military personnel on job or training performance	45
A62	Participate in unit or section staff meetings	45

TABLE B15

REPRESENTATIVE TASKS
ALL ACTIVE DUTY PERSONNEL RESOURCES MANAGEMENT (73-76XX)
NUMBER OF MEMBERS: 38

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	95
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	92
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	89
A30	Draft or write Memoranda for Records (MFRs)	89
A23	Draft or write formal military letters	87
L277	Compile and organize information to facilitate own decision making	87
D139	Provide individuals with informal positive feedback	87
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	87
A72	Provide oral information, directions, or advice to personnel on a lateral level	84
A62	Participate in unit or section staff meetings	84
A73	Provide oral information, recommendations, or advice to superiors	82
D121	Analyze personnel or jobs to determine ways to increase job satisfaction	82
A57	Locate appropriate directive publications, such as regulations or manuals	82
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	82
A71	Provide oral information, directions, or advice to subordinates	79
L311	Review, edit, approve, or disapprove outgoing correspondence, such as letters, memoranda, or reports	79
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	79
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	79
H201	Evaluate impact of own personality or actions on others in duty situations	79
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	79
A24	Draft or write in-turn letters	79
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	76
L281	Coordinate ongoing activities or events with other individuals, sections, or organizations	76
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	76

TABLE B16

REPRESENTATIVE TASKS
ALL ACTIVE DUTY PUBLIC AFFAIRS (79XX)
NUMBER OF MEMBERS: 6

TASKS		PERCENT MEMBERS PERFORMING
A41	Draft or write public news releases	100
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	100
A27	Draft or write inputs to local publications, such as base bulletins, newspapers, or unit histories	100
A76	Read professional publications, such as books or articles	100
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	100
N337	Host or escort visitors	100
A62	Participate in unit or section staff meetings	100
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	100
A23	Draft or write formal military letters	100
A55	Establish or maintain job-related contacts informally or at social or recreational activities	100
A30	Draft or write Memoranda for Records (MFRs)	100
A26	Draft or write information briefs	100
A65	Prepare or deliver informative briefings	100
A72	Provide oral information, directions, or advice to personnel on a lateral level	83
A70	Prepare or develop graphics or visual aids	83
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	83
A68	Prepare or deliver speeches	83
J238	Establish plans to meet emergency or unforeseen situations	83
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	83
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	83
D121	Analyze personnel or jobs to determine ways to increase job satisfaction	83
D139	Provide individuals with informal positive feedback	83
A71	Provide oral information, directions, or advice to subordinates	83
L277	Compile and organize information to facilitate own decision making	83
L284	Direct, control, or supervise mobility or crises functions, such as command post or battle staff augmentation	83
A36	Draft or write personal military letters	83

TABLE B17

REPRESENTATIVE TASKS
ALL ACTIVE DUTY SCIENTIFIC AND DEVELOPMENT ENGINEERING (26-28XX)
NUMBER OF MEMBERS: 169

TASKS		PERCENT MEMBERS PERFORMING
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	83
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	74
A73	Provide oral information, recommendations, or advice to superiors	74
A77	Read technical reports or other studies	72
A76	Read professional publications, such as books or articles	72
A72	Provide oral information, directions, or advice to personnel on a lateral level	71
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	71
A23	Draft or write formal military letters	70
K266	Obtain agreement from peers on tasks to be done	66
A65	Prepare or deliver informative briefings	66
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	66
L277	Compile and organize information to facilitate own decision making	64
F158	Attend educational programs or professional development courses during duty time	63
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	63
K268	Obtain agreement from those superior in rank or position on tasks to be done	61
A30	Draft or write Memoranda for Records (MFRs)	61
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	60
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	60
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	59
A70	Prepare or develop graphics or visual aids	59
A54	Solicit, obtain, or draw out critical information, recommendations, or advice from others	57
A53	Draft or write trip reports	57
A62	Participate in unit or section staff meetings	56
D139	Provide individuals with informal positive feedback	56
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	54

TABLE B18

REPRESENTATIVE TASKS
ALL ACTIVE DUTY SECURITY POLICE (81XX) AND SPECIAL INVESTIGATIONS (82XX)
NUMBER OF MEMBERS: 29

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	97
D139	Provide individuals with informal positive feedback	93
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	86
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	86
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	83
A16	Draft or write Enlisted Performance Reports (EPRs) or suggested endorsements	83
A79	Review, edit, or indorse EPRs	83
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	83
D128	Explain or persuade personnel of the importance of the mission	83
D138	Provide individuals with informal negative feedback	83
D146	Write or indorse letters or memos recognizing accomplishments or performance	79
L277	Compile and organize information to facilitate own decision making	79
A72	Provide oral information, directions, or advice to personnel on a lateral level	79
A73	Provide oral information, recommendations, or advice to superiors	79
H201	Evaluate impact of own personality or actions on others in duty situations	79
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	79
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	79
A76	Read professional publications, such as books or articles	79
E153	Take actions to maintain awareness of personal or family situation, or quality of life of subordinates	79
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	79
A71	Provide oral information, directions, or advice to subordinates	76
C104	Define or explain standards, such as appearance, job performance, or behavior standards, expected of subordinates	76
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	76
K266	Obtain agreement from peers on tasks to be done	76
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	76

B18

TABLE B19

REPRESENTATIVE TASKS
ALL ACTIVE DUTY WEATHER (25XX)
NUMBER OF MEMBERS: 25

TASKS		PERCENT MEMBERS PERFORMING
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	96
A65	Prepare or deliver informative briefings	88
H195	*Conduct self-evaluation to determine own professional strengths or weaknesses*	88
A73	Provide oral information, recommendations, or advice to superiors	88
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	84
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	84
A76	Read professional publications, such as books or articles	84
D139	Provide individuals with informal positive feedback	84
A77	Read technical reports or other studies	84
A70	Prepare or develop graphics or visual aids	80
L277	Compile and organize information to facilitate own decision making	80
H201	Evaluate impact of own personality or actions on others in duty situations	80
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	80
A23	Draft or write formal military letters	80
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	76
A71	Provide oral information, directions, or advice to subordinates	76
A30	Draft or write Memoranda for Records (MFRs)	76
A72	Provide oral information, directions, or advice to personnel on a lateral level	76
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	72
D125	Establish effective working relationships with personnel from outside organizations	72
A57	Locate appropriate directive publications, such as regulations or manuals	72
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	72
D138	Provide individuals with informal negative feedback	72
E153	Take actions to maintain awareness of personal or family situation, or quality of life of subordinates	64
A62	Participate in unit or section staff meetings	64
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	64

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APPENDIX C

COMPARISON OF TASKS PERFORMED
LEADERSHIP, MANAGEMENT, AND COMMUNICATION SURVEY

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LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
A	**COMMUNICATING**				
A2	Chair or lead conferences, committee meetings, panels, councils, or ad hoc working groups	34	37	29	31
A6	Conduct staff meetings of personnel supervised	37	42	31	30
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	44	66	51	47
A9	Design or develop reporting devices, such as forms, status boards, or charts	27	42	35	33
A10	Determine strategy for, or approach to be used in, coordinating	27	41	29	30
A15	Draft or prepare inputs to directives; for example, regulations, manuals, or operating instructions (OI)	49	48	37	35
A16	Draft or write Enlisted Performance Reports (EPRs) or suggested endorsements	30	39	37	34
A17	Draft or write background papers	18	46	32	31
A18	Draft or write bullet background papers	19	54	38	38
A23	Draft or write formal military letters	33	66	59	47
A24	Draft or write in-turn letters	28	49	43	39
A25	Draft or write indorsement letters	28	44	31	27
A26	Draft or write information briefs	22	40	36	36
A29	Draft or write inspection reports, such as reports of formal or self inspection	25	31	26	26
A30	Draft or write Memoranda for Records (MFRs)	36	57	52	39
A31	Draft or write messages for electrical transmission	15	39	34	31
A33	Draft or write minutes of meetings, conferences, or workshops	35	35	28	27
A34	Draft or write officer performance reports (OPRs) or suggested endorsements	25	34	29	21
A35	Draft or write official memoranda (interoffice)	23	39	28	27
A36	Draft or write personal military letters	29	37	33	24
A38	Draft or write point papers	18	42	28	27
A43	Draft or write recommendations for military awards or decorations	27	43	38	32
A46	Draft or write short note replies	28	43	36	28
A50	Draft or write talking papers	22	45	33	32
A53	Draft or write trip reports	9	36	30	36
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	38	53	46	47
A55	Establish or maintain job-related contacts informally or at social or recreational activities	38	50	49	46
A57	Locate appropriate directive publications, such as regulations or manuals	40	58	51	46

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
A62	Participate in unit or section staff meetings	75	65	56	54
A63	Plan or arrange conferences, committee meetings, panels, councils, or ad hoc working groups	31	36	30	27
A64	Practice or present classroom instruction, other than lectures	34	23	22	24
A65	Prepare or deliver informative briefings	44	55	55	59
A66	Prepare or deliver lectures	39	12	10	13
A69	Prepare or deliver staff briefings	25	30	22	18
A70	Prepare or develop graphics or visual aids	32	47	44	49
A77	Read technical reports or other studies	46	58	52	51
A79	Review, edit, or indorse EPRs	25	36	32	28
A81	Review, edit, or indorse OPRs	17	24	19	13
B COUNSELING					
B88	Counsel or advise military personnel on career progression or development	42	48	34	31
B89	Counsel or advise military personnel on failure to maintain professional standards, such as appearance standards	37	44	38	35
B90	Counsel or advise military personnel on job or training performance	49	54	44	43
B91	Counsel or advise personnel on job-related problems, such as lack of supplies or environmental conditions	44	35	26	30
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	37	32	27	27
B94	Document military counseling sessions	31	39	29	24
B95	Monitor progress of personnel who have been counseled or advised	35	43	31	29
C MAINTAINING DISCIPLINE					
C104	Define or explain standards, such as appearance, job performance, or behavior standards, expected of subordinates	35	45	40	40

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
D	**MOTIVATING**				
D121	Analyze personnel or jobs to determine ways to increase job satisfaction	50	48	40	38
D122	Determine, in conjunction with subordinates, sections, or units, the goals they are to achieve	44	52	42	38
D125	Establish effective working relationships with personnel from outside organizations	51	62	54	52
D127	Explain or interpret goals that subordinates, sections, or units are to achieve	40	43	32	31
D128	Explain or persuade personnel of the importance of the mission	44	53	45	41
D129	Explain or persuade personnel of their personal importance to the unit	50	50	37	35
D130	Explain reasons for changes in personnel utilization or job responsibility	33	35	23	22
D131	Implement morale-building activities, such as social, recreational, or orientation programs	41	42	36	36
D132	Initiate or present informal awards of recognition, such as certificates or plaques	22	38	29	28
D134	Initiate recommendations for military performance awards	23	35	30	27
D137	Present interests of subordinates, sections, or units to higher authorities	36	48	33	40
D138	Provide individuals with informal negative feedback	61	64	56	58
D140	Provide section or unit with informal negative feedback	44	46	38	37
D141	Provide section or unit with informal positive feedback	47	50	41	38
D142	Publicize or promote opportunities for self-improvement; for example, off-duty education opportunities	41	43	29	29
D143	Recommend or approve selection of personnel for special opportunities, such as schools, assignments, or conferences	29	37	24	23
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	53	53	41	39
D146	Write or indorse letters or memos recognizing accomplishments or performance	31	40	31	30
E	**MAINTAINING MORALE, HEALTH, AND WELFARE**				
E147	Analyze subordinates' personal problems	35	35	30	34
E148	Coordinate with or refer personnel to other agencies to help resolve subordinates' problems	34	28	21	18
E150	Initiate or participate in self-help projects	34	40	29	26
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	60	57	44	44
E152	Monitor physical working conditions to ensure safety of subordinates	43	42	33	29
E153	Take actions to maintain awareness of personal or family situation, or quality of life of subordinates	40	39	29	31
E154	Take direct actions to resolve subordinates' problems, such as rearranging schedules or filling in on their duties	34	41	32	33

TABLE C1 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
F TRAINING					
F158	Attend educational programs or professional development courses during duty time	72	49	51	43
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67	60	62	61
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	52	62	56	54
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56	57	58	52
F164	Conduct informal, job-related training or indoctrination at work unit level	35	36	27	36
F166	Determine training requirements for individuals	23	34	28	24
F173	Evaluate progress of trainees	24	29	23	30
F181	Review training requirements for individuals	22	32	25	24
H EVALUATING					
H196	Evaluate behavior, personality, or desires of others to determine best means of accomplishing objectives	45	55	45	40
H197	Evaluate character of own unit to determine most effective way to accomplish objectives	39	42	30	31
H200	Evaluate existing equipment, material, or facilities to determine suitability for mission performance	36	41	34	37
H201	Evaluate impact of own personality or actions on others in duty situations	59	63	57	56
H202	Evaluate inspection or investigation results	27	32	22	24
H203	Evaluate military personnel on factors such as job performance or professional qualities	40	48	41	40
H204	Evaluate new or modified materials, equipment, or facilities to determine suitability for mission performance	31	33	26	32
H205	Evaluate new or modified methods or procedures to determine suitability for mission performance	33	39	27	35
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	53	55	50	49
H208	Evaluate own unit or section accomplishment of objectives	33	38	25	27
H212	Evaluate use of personnel	27	34	23	23
H213	Perform periodic self-inspections of section or unit	33	42	32	37
I INSPECTING AND INVESTIGATING					
I215	Conduct informal investigations of problems, such as incidents or complaints	30	21	18	17

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
J PLANNING (CURRENT ACTIVITIES ARE LESS THAN 12 MONTHS IN ADVANCE; FUTURE ACTIVITIES ARE MORE THAN 12 MONTHS)					
J228	Compile or formulate alternative methods or procedures to be used in current activities	39	51	40	41
J229	Compile or formulate alternative methods or procedures to be used in future or long-term activities	32	38	29	32
J230	Coordinate plans or proposals with others to obtain concurrence, support, or to pass information	31	48	39	39
J231	Determine resources, such as funds, facilities, personnel, or equipment required for future or long-term activities	26	38	32	32
J232	Determine resources, such as funds, facilities, personnel, or equipment required for current activities	30	42	38	37
J233	Determine the appropriate individuals, sections, or organizations that require coordination action	22	42	34	34
J234	Establish or adjust milestones or suspenses for current activities	30	51	42	40
J235	Establish or adjust milestones or suspenses for future or long-term activities	24	33	25	24
J236	Establish or adjust priorities for current activities	41	50	44	46
J237	Establish or adjust priorities for future or long-term activities	31	30	26	26
J238	Establish plans to meet emergency or unforeseen situations	32	31	28	29
J240	Estimate or assess impact on own unit or section of plans or projects proposed by others	23	32	24	25
J241	Identify tasks necessary to accomplish objectives for current activities	39	53	47	42
J242	Identify tasks necessary to accomplish objectives for future or long-term activities	32	36	30	27
J243	Schedule personnel; for example, work, leaves, TDYs, or training schedules	29	41	33	35
J245	Select methods or procedures to be used in current activities	37	45	35	34
J246	Select methods or procedures to be used in future or long-term activities	28	30	22	21
J247	Set or adjust goals or objectives for current activities	40	44	36	36
J248	Set or adjust goals or objectives for future or long-term activities	33	32	26	23
K ORGANIZING AND DIRECTING					
K250	Allocate time for tasks or projects	37	52	38	43
K254	Assign exact tasks or duties to be accomplished	44	45	39	40
K255	Assign responsibility for task accomplishment to personnel	46	51	40	41
K256	Delegate authority to personnel for task accomplishment	50	56	43	42
K259	Direct implementation of plans or programs	31	35	27	27
K260	Direct specific procedures to be followed in accomplishing tasks	33	36	27	28

TABLE C1 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
K261	Express desires expecting those subordinate in rank or position will accomplish tasks	46	45	37	31
K263	Issue direct orders to those subordinate in rank or position to accomplish tasks	47	41	36	39
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55	56	48	46
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	60	62	51	49
K268	Obtain agreement from those superior in rank or position on tasks to be done	55	65	57	60
K269	Persuade peers to accomplish tasks	48	57	48	46
K270	Persuade those subordinate in rank or position to accomplish tasks	55	55	46	45
K271	Persuade those superior in rank or position to accomplish tasks	36	48	36	34
K273	Use power of position to influence those subordinate in rank or position to accomplish tasks	33	35	27	27

L CONTROLLING

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
L277	Compile and organize information to facilitate own decision making	59	72	60	59
L278	Compile and organize information to facilitate decision making of others	40	57	41	44
L281	Coordinate ongoing activities or events with other individuals, sections, or organizations	35	56	44	43
L282	Determine or reevaluate the need for plans, programs, or activities	27	37	23	25
L292	Maintain working files or records	33	50	42	36
L298	Monitor use of personnel	24	35	22	23
L302	Review suspenses	21	36	32	28
L306	Review, approve, or disapprove requests for funds	11	14	10	9
L307	Review, edit, approve, or disapprove directives, such as regulations, orders, or policy letters	23	34	23	20
L308	Review, edit, approve, or disapprove documents, such as staff summaries or background papers	13	30	19	19
L311	Review, edit, approve, or disapprove outgoing correspondence, such as letters, memoranda, or reports	26	43	33	32
L312	Screen incoming correspondence to determine appropriate routing	16	33	25	21

M REQUESTING RESOURCES

TABLE C1 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE BY A COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	OTS OCS (N=284)	ROTC (N=663)	ACADEMY (N=290)
N REPRESENTING					
N337	Host or escort visitors	24	51	48	53
N340	Participate in military formations, such as parades, retreats, or inspections	24	41	33	36
N341	Participate in professional conferences or conventions	56	33	26	27
N346	Represent unit or organization in base social or ceremonial functions, such as retirements, luncheons, or dining-outs	34	37	35	36

C7

TABLE C2

LMC TASKS PERFORMED BY 50% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
A COMMUNICATING							
A2	Chair or lead conferences, committee meetings, panels, councils, or ad hoc working groups	34	34	50	33	32	31
A7	Coordinate communications, such as correspondence or studies, other individuals, sections, or organizations	44	43	50	25	44	52
A18	Draft or write bullet background papers	19	32	50	8	16	38
A23	Draft or write formal military letters	33	50	67	25	31	54
A24	Draft or write in-turn letters	28	34	50	0	29	41
A25	Draft or write indorsement letters	28	25	50	17	27	32
A27	Draft or write inputs to local publications, such as base bulletins, newspapers, or unit histories	26	27	50	0	25	23
A36	Draft or write personal military letters	29	32	50	33	26	31
A38	Draft or write point papers	18	16	50	0	17	29
A55	Establish or maintain job-related contacts informally or at social or recreational activities	38	43	50	33	38	47
A56	Give dictation to secretary or to word processing system	23	9	0	58	23	11
A57	Locate appropriate directive publications, such as regulations or manuals	40	36	25	8	42	50
A58	Participate as a member of conferences, committee meetings, panels, councils, or ad hoc working groups	72	50	67	50	72	59
A62	Participate in unit or section staff meetings	75	52	67	42	77	60
A65	Prepare or deliver informative briefings	44	50	33	8	47	54
A66	Prepare or deliver lectures	39	9	33	83	36	15
A68	Prepare or deliver speeches	15	14	58	0	13	11
A71	Provide oral information, directions, or advice to subordinates	73	52	67	58	74	62
A72	Provide oral information, directions, or advice to personnel on a lateral level	63	59	58	75	62	69
A73	Provide oral information, recommendations, or advice to superiors	67	64	67	75	66	69
A74	Read directive publications, such as operating instructions, regulations, technical orders, or checklists	68	66	50	50	70	73
A75	Read incoming or outgoing correspondence, such as letters, memos, reports, or messages	81	82	92	75	80	81

TABLE C2 (CONTINUED)

LMC TASKS PERFORMED BY 50% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
A76	Read professional publications, such as books or articles	93	64	92	83	93	76
A77	Read technical reports or other studies	46	52	25	33	48	52
B COUNSELING							
B90	Counsel or advise military personnel on job or training performance	49	41	25	33	52	47
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	37	27	67	17	35	30
B95	Monitor progress of personnel who have been counseled or advised	35	20	67	17	35	33
D MOTIVATING							
D120	Acknowledge, in group situations, accomplishments or performance of individuals or groups	65	52	58	67	65	60
D121	Analyze personnel or jobs to determine ways to increase job satisfaction	50	45	33	17	53	43
D122	Determine, in conjunction with subordinates, sections, or units, the goals they are to achieve	44	34	58	8	46	43
D125	Establish effective working relationships with personnel from outside organizations	51	48	58	25	50	54
D129	Explain or persuade personnel of their personal importance to the unit	50	27	50	25	50	41
D136	Participate in or attend morale-building activities, such as social, recreational, or orientation programs	62	55	67	50	64	64
D138	Provide individuals with informal negative feedback	61	48	58	58	60	58
D139	Provide individuals with informal positive feedback	80	61	92	75	80	73
D141	Provide section or unit with informal positive feedback	47	32	17	50	49	43
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	53	34	42	42	54	45
D145	Take actions to maintain own appearance standards, such as keeping physically fit or getting haircuts	80	66	83	75	80	79

C9

LMC TASKS PERFORMED BY 50% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
E	**MAINTAINING MORALE, HEALTH, AND WELFARE**						
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	60	36	33	50	63	49
F	**TRAINING**						
F158	Attend educational programs or professional development courses during duty time	72	39	33	67	76	52
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67	48	33	67	70	62
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	52	39	58	58	54	56
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56	45	42	42	59	56
H	**EVALUATING**						
H195	Conduct self-evaluation to determine own professional strengths or weaknesses	74	57	67	83	72	69
H196	Evaluate behavior, personality, or desires of others to determine best means of accomplishing objectives	45	30	50	25	45	46
H201	Evaluate impact of own personality or actions on others in duty situations	59	55	75	33	58	58
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	53	32	58	33	54	51
J	**PLANNING (CURRENT ACTIVITIES ARE LESS THAN 12 MONTHS IN ADVANCE; FUTURE ACTIVITIES ARE MORE THAN 12 MONTHS)**						
J231	Determine resources, such as funds, facilities, personnel, or equipment required for future or long-term activities	26	30	50	17	25	32
J236	Establish or adjust priorities for current activities	41	45	50	8	40	45
J237	Establish or adjust priorities for future or long-term activities	31	20	50	8	29	27
J241	Identify tasks necessary to accomplish objectives for current activities	39	43	50	0	39	46

TABLE C2 (CONTINUED)

LMC TASKS PERFORMED BY 50% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
K ORGANIZING AND DIRECTING							
K250	Allocate time for tasks or projects	37	32	50	17	36	42
K254	Assign exact tasks or duties to be accomplished	44	34	50	25	45	41
K256	Delegate authority to personnel for task accomplishment	50	36	50	33	52	46
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55	36	75	33	55	50
K266	Obtain agreement from peers on tasks to be done	54	55	58	25	54	59
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	60	48	67	33	59	54
K268	Obtain agreement from those superior in rank or position on tasks to be done	55	52	58	42	55	59
K269	Persuade peers to accomplish tasks	48	32	58	33	47	49
K270	Persuade those subordinate in rank or position to accomplish tasks	55	32	42	33	58	49
L CONTROLLING							
L277	Compile and organize information to facilitate own decision making	59	50	58	42	59	62
L278	Compile and organize information to facilitate decision making of others	40	32	42	33	40	45
L292	Maintain working files or records	33	39	50	25	34	41
N REPRESENTING							
N337	Host or escort visitors	24	55	25	17	27	46
N341	Participate in professional conferences or conventions	56	27	50	50	57	32

C11

TABLE C3

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
A	**COMMUNICATING**						
A2	Chair or lead conferences, committee meetings, panels, councils, or ad hoc working groups	34	34	50	33	32	31
A6	Conduct staff meetings of personnel supervised	37	34	42	17	36	34
A7	Coordinate communications, such as correspondence or studies, with other individuals, sections, or organizations	44	43	50	25	44	52
A9	Design or develop reporting devices, such as forms, status boards, or charts	27	34	17	17	29	35
A10	Determine strategy for, or approach to be used in, coordinating	27	36	17	0	29	31
A15	Draft or prepare inputs to directives; for example, regulations, manuals, or operating instructions (OI)	49	48	17	33	49	40
A16	Draft or write Enlisted Performance Reports (EPRs) or suggested endorsements	30	39	25	8	31	36
A17	Draft or write background papers	18	34	33	0	16	33
A18	Draft or write bullet background papers	19	32	50	8	16	38
A23	Draft or write formal military letters	33	50	67	25	31	54
A24	Draft or write in-turn letters	28	34	50	0	29	41
A25	Draft or write indorsement letters	28	25	50	17	27	32
A26	Draft or write information briefs	22	34	25	8	24	35
A29	Draft or write inspection reports, such as reports of formal or self inspection	25	30	17	8	27	27
A30	Draft or write Memoranda for Records (MFRs)	36	48	42	17	36	48
A31	Draft or write messages for electrical transmission	15	30	8	0	15	32
A33	Draft or write minutes of meetings, conferences, or workshops	35	23	25	25	36	30
A36	Draft or write personal military letters	29	32	50	33	26	31
A38	Draft or write point papers	18	16	50	0	17	29
A43	Draft or write recommendations for military awards or decorations	27	32	42	8	27	36
A46	Draft or write short note replies	28	20	33	8	29	34
A47	Draft or write speeches	12	9	42	17	10	12
A50	Draft or write talking papers	22	25	42	0	23	34
A52	Draft or write training materials; for example, lesson plans or student study materials	27	20	25	42	27	24

C12

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
A54	Elicit, obtain, or draw out critical information, recommendations, or advice from others	38	41	42	42	37	47
A55	Establish or maintain job-related contacts informally or at social or recreational activities	38	43	50	33	38	47
A57	Locate appropriate directive publications, such as regulations or manuals	40	36	25	8	42	50
A62	Participate in unit or section staff meetings	75	52	67	42	77	60
A63	Plan or arrange conferences, committee meetings, panels, councils, or ad hoc working groups	31	20	42	8	32	30
A64	Practice or present classroom instruction, other than lectures	34	20	42	8	35	24
A65	Prepare or deliver informative briefings	44	50	33	8	47	54
A66	Prepare or deliver lectures	39	9	33	83	36	15
A69	Prepare or deliver staff briefings	25	18	25	8	26	24
A77	Read technical reports or other studies	46	52	25	33	48	52
A79	Review, edit, or indorse EPRs	25	30	0	17	27	31
B COUNSELING							
B88	Counsel or advise military personnel on career progression or development	42	25	42	33	42	37
B89	Counsel or advise military personnel on failure to maintain professional standards, such as appearance standards	37	34	33	8	41	38
B90	Counsel or advise military personnel on job or training performance	49	41	25	33	52	47
B91	Counsel or advise personnel on job-related problems, such as lack of supplies or environmental conditions	44	36	8	25	47	31
B92	Counsel or advise personnel on personal problems, such as financial or domestic matters	37	27	67	17	35	30
B94	Document military counseling sessions	31	16	42	17	31	30
B95	Monitor progress of personnel who have been counseled or advised	35	20	67	17	35	33

TABLE C3 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
C MAINTAINING DISCIPLINE							
C104	Define or explain standards, such as appearance, job performance, or behavior standards, expected of subordinates	35	36	25	8	37	40
D MOTIVATING							
D121	Analyze personnel or jobs to determine ways to increase job satisfaction	50	45	33	17	53	43
D122	Determine, in conjunction with subordinates, sections, or units, the goals they are to achieve	44	34	58	8	46	43
D125	Establish effective working relationships with personnel from outside organizations	51	48	58	25	50	54
D127	Explain or interpret goals that subordinates, sections, or units are to achieve	40	25	42	25	41	35
D128	Explain or persuade personnel of the importance of the mission	44	30	33	17	46	46
D129	Explain or persuade personnel of their personal importance to the unit	50	27	50	25	50	41
D130	Explain reasons for changes in personnel utilization or job responsibility	33	18	17	0	35	26
D131	Implement morale-building activities, such as social, recreational, or orientation programs	41	27	42	8	43	38
D137	Present interests of subordinates, sections, or units to higher authorities	36	34	25	17	39	38
D138	Provide individuals with informal negative feedback	61	48	58	58	60	58
D140	Provide section or unit with informal negative feedback	44	30	8	42	46	40
D141	Provide section or unit with informal positive feedback	47	32	17	50	49	43
D142	Publicize or promote opportunities for self-improvement; for example, off-duty education opportunities	41	30	25	8	45	34
D143	Recommend or approve selection of personnel for special opportunities, such as schools, assignments, or conferences	29	25	8	17	30	27
D144	Solicit job-related ideas, suggestions, or feedback from subordinates	53	34	42	42	54	45
D146	Write or indorse letters or memos recognizing accomplishments or performance	31	23	33	8	32	33

C14

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
E	**MAINTAINING MORALE, HEALTH AND WELFARE**						
E147	Analyze subordinates' personal problems	35	25	42	17	37	33
E148	Coordinate with or refer personnel to other agencies to help resolve subordinates' problems	34	14	33	17	33	24
E150	Initiate or participate in self-help projects	34	25	42	8	36	31
E151	Listen to or act as sounding board for unsolicited ideas from subordinates	60	36	33	50	63	49
E152	Monitor physical working conditions to ensure safety of subordinates	43	20	8	17	47	35
E153	Take actions to maintain awareness of personal or family situation, or quality of life of subordinates	40	16	33	25	43	33
E154	Take direct actions to resolve subordinates' problems, such as rearranging schedules or filling in on their duties	34	25	8	25.	37	34
F	**TRAINING**						
F158	Attend educational programs or professional development courses during duty time	72	39	33	67	76	52
F159	Attend scheduled training sessions to maintain job proficiency or knowledge	67	48	33	67	70	62
F160	Attend scheduled training sessions to meet general military requirements, such as OPSEC or human relations training	52	39	58	58	54	56
F161	Attend scheduled training sessions to upgrade job proficiency or learn new skills	56	45	42	42	59	56
F164	Conduct informal, job-related training or indoctrination at work unit level	35	39	17	33	37	32
F166	Determine training requirements for individuals	23	18	33	17	24	28
F173	Evaluate progress of trainees	24	25	17	33	25	26
F174	Maintain training records or documentation	24	32	17	8	25	26

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
H EVALUATING							
H196	Evaluate behavior, personality, or desires of others to determine best means of accomplishing objectives	45	30	50	25	45	46
H197	Evaluate character of own unit to determine most effective way to accomplish objectives	39	30	42	25	37	34
H199	Evaluate contractor services or performance	17	14	33	8	16	18
H200	Evaluate existing equipment, material, or facilities to determine suitability for mission performance	36	41	42	17	36	36
H201	Evaluate impact of own personality or actions on others in duty situations	59	55	75	33	58	58
H202	Evaluate inspection or investigation results	27	20	33	8	29	25
H203	Evaluate military personnel on factors such as job performance or professional qualities	40	25	25	33	42	42
H204	Evaluate new or modified materials, equipment, or facilities to determine suitability for mission performance	31	30	33	0	32	29
H205	Evaluate new or modified methods or procedures to determine suitability for mission performance	33	32	25	8	34	32
H206	Evaluate or respond to informal suggestions, recommendations, or ideas from others	53	32	58	33	54	51
H208	Evaluate own unit or section accomplishment of objectives	33	20	17	8	35	29
H210	Evaluate use of equipment, facilities, or materials	26	25	42	0	27	24
H211	Evaluate use of funds	22	16	33	17	21	20
H212	Evaluate use of personnel	27	20	33	8	29	26
H213	Perform periodic self-inspections of section or unit	33	34	25	8	35	35
I INSPECTING AND INVESTIGATING							
I215	Conduct informal investigations of problems, such as incidents or complaints	30	23	8	33	30	20

TABLE C3 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
	J PLANNING (CURRENT ACTIVITIES ARE LESS THAN 12 MONTHS IN ADVANCE; FUTURE ACTIVITIES ARE MORE THAN 12 MONTHS)						
J228	Compile or formulate alternative methods or procedures to be used in current activities	39	43	33	25	40	42
J229	Compile or formulate alternative methods or procedures to be used in future or long-term activities	32	36	33	17	31	32
J230	Coordinate plans or proposals with others to obtain concurrence, support, or to pass information	31	32	42	17	30	40
J231	Determine resources, such as funds, facilities, personnel, or equipment required for future or long-term activities	26	30	50	17	25	32
J232	Determine resources, such as funds, facilities, personnel, or equipment required for current activities	30	34	42	8	31	37
J233	Determine the appropriate individuals, sections, or organizations that require coordination action	22	32	25	8	23	34
J234	Establish or adjust milestones or suspenses for current activities	30	34	33	0	31	41
J235	Establish or adjust milestones or suspenses for future or long-term activities	24	20	42	0	24	26
J236	Establish or adjust priorities for current activities	41	45	50	8	40	45
J237	Establish or adjust priorities for future or long-term activities	31	20	50	8	29	27
J238	Establish plans to meet emergency or unforeseen situations	32	20	42	8	30	29
J241	Identify tasks necessary to accomplish objectives for current activities	39	43	50	0	39	46
J242	Identify tasks necessary to accomplish objectives for future or long-term activities	32	23	42	0	32	31
J243	Schedule personnel; for example, work, leaves, TDYs, or training schedules	29	34	33	25	29	34
J245	Select methods or procedures to be used in current activities	37	32	42	0	38	37
J246	Select methods or procedures to be used in future or long-term activities	28	20	33	0	29	24
J247	Set or adjust goals or objectives for current activities	40	30	42	0	40	38
J248	Set or adjust goals or objectives for future or long-term activities	33	16	33	8	33	27

C17

TABLE C3 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
K ORGANIZING AND DIRECTING							
K250	Allocate time for tasks or projects	37	32	50	17	36	42
K254	Assign exact tasks or duties to be accomplished	44	34	50	25	45	41
K255	Assign responsibility for task accomplishment to personnel	46	36	42	25	47	43
K256	Delegate authority to personnel for task accomplishment	50	36	50	33	52	46
K259	Direct implementation of plans or programs	31	25	33	8	32	29
K260	Direct specific procedures to be followed in accomplishing tasks	33	25	33	25	35	30
K261	Express desires expecting those subordinate in rank or position will accomplish tasks	46	23	42	42	47	38
K263	Issue direct orders to those subordinate in rank or position to accomplish tasks	47	34	42	25	48	39
K265	Monitor, observe, or check on those subordinate in rank or position in accomplishment of tasks	55	36	75	33	55	50
K267	Obtain agreement from those subordinate in rank or position on tasks to be done	60	48	67	33	59	54
K268	Obtain agreement from those superior in rank or position on tasks to be done	55	52	58	42	55	59
K269	Persuade peers to accomplish tasks	48	32	58	33	47	49
K270	Persuade those subordinate in rank or position to accomplish tasks	55	32	42	33	58	49
K271	Persuade those superior in rank or position to accomplish tasks	36	16	25	17	38	38
K273	Use power of position to influence those subordinate in rank or position to accomplish tasks	33	25	25	25	34	29
L CONTROLLING							
L277	Compile and organize information to facilitate own decision making	59	50	58	42	59	62
L278	Compile and organize information to facilitate decision making of others	40	32	42	33	40	45
L279	Control or manage cash accounts	5	9	33	0	3	9
L281	Coordinate ongoing activities or events with other individuals, sections, or organizations	35	34	42	0	36	45
L292	Maintain working files or records	33	39	50	25	34	41
L297	Monitor use of funds	18	14	33	0	17	17
L302	Review suspenses	21	30	17	0	23	30

C18

TABLE C3 (CONTINUED)

LMC TASKS PERFORMED BY 30% OR MORE OF ANY DIRECT COMMISSIONING SOURCE

TASK	TITLE	DIRECT (N=193)	DIR NOC (N=44)	AFOOC (N=12)	HPOIC (N=12)	MIMSO (N=182)	TOTAL (N=1,442)
L306	Review, approve, or disapprove requests for funds	11	9	33	0	9	11
L307	Review, edit, approve, or disapprove directives, such as regulations, orders, or policy letters	23	16	17	17	23	25
L311	Review, edit, approve, or disapprove outgoing correspondence, such as letters, memoranda, or reports	26	39	25	0	26	34
L312	Screen incoming correspondence to determine appropriate routing	16	23	33	0	15	24
M REQUESTING RESOURCES							
M316	Prepare budget estimates or requests	15	16	33	0	14	16
M332	Provide inputs to requests for supplies or equipment	29	25	33	25	31	28
N REPRESENTING							
N337	Host or escort visitors	24	55	25	17	27	46
N338	Interact with local community representatives on areas of base or community problems or concerns	17	7	33	0	18	12
N340	Participate in military formations, such as parades, retreats, or inspections	24	27	17	0	27	34
N341	Participate in professional conferences or conventions	56	27	50	50	57	32
N342	Publicize, encourage, or participate in community action projects, such as welfare or disaster relief projects	18	7	42	0	19	14
N344	Represent Air Force, organization, or unit in community activities, such as banquets, parades, or ceremonies	18	16	42	8	19	21
N346	Represent unit or organization in base social or ceremonial functions, such as retirements, luncheons, or dining-outs	34	27	50	25	35	35

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APPENDIX D

TOPICS EMPHASIS RATINGS

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TABLE D1

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE CIVIL ENGINEERING (N=49)

NUMBER	TOPIC	TOPIC EMPHASIS
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	7.61
A29	Active writing--making it dynamic, direct, simple, and clear	7.43
B79	Time management techniques--how to accomplish the most production possible in the time available	7.41
A4	Formal military letter	7.35
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.24
B68	Delegation techniques--how, when, and what to delegate	7.12
A35	Logical analysis--organize ideas to support major points	7.12
A6	Memorandum for Record (MFR)	7.08
A40	Techniques of logical thinking	7.06
B88	Project management techniques--how to manage interdependent activities to complete a developmental project	7.04
B54	On the Job Training (OJT)--how people learn on the job	7.00
A30	Organizing to communicate--choosing a pattern that meets the needs of writer and audience	6.98
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.96
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.94
A31	Editing techniques--how to edit written communication and give effective feedback	6.92
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.89
B77	Techniques of persuasion--how to "sell" your position	6.88
A28	Analyzing purpose--determine the purpose of the communication, i.e., persuade, inform, defend, etc.	6.88
A41	Techniques of creative thinking	6.80
A10	Staff summary sheet	6.76
A27	Writing for the boss--considering the boss's need and style of writing	6.73
A36	Communication with the secretary--techniques for developing a good working relationship with the secretary	6.71
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.63
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.60
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.59

The average topics need emphasis ratings was 4.53, with a standard deviation of 1.52. Tasks rated above 6.05 are high in topics need emphasis.

D1

TABLE D2

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE FINANCIAL (N=18)

NUMBER	TOPIC	TOPIC EMPHASIS
C104	Installation level financial management	8.00
B54	On the Job Training (OJT)--how people learn on the job	7.83
C142	AF budget systems operations	7.39
A40	Techniques of logical thinking	7.22
B79	Time management techniques--how to accomplish the most production possible in the time available	7.17
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	7.17
C102	Planning, Programming, and Budgeting System (PPBS)	7.11
C119	Principles of management	7.06
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	7.06
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7.00
C152	Officer Financial Responsibilities	7.00
A29	Active writing--making it dynamic, direct, simple, and clear	6.89
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.89
A35	Logical analysis--organize ideas to support major points	6.83
A4	Formal military letter	6.83
A41	Techniques of creative thinking	6.78
C117	Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	6.72
A33	Gathering and evaluating data--determine relevance and credibility of information resources	6.72
A31	Editing techniques--how to edit written communication and give effective feedback	6.72
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.67
B89	Introducing change--understanding and overcoming resistance to change	6.67
A6	Memorandum for Record (MFR)	6.67
A27	Writing for the boss--considering the boss's need and style of writing	6.67
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.67
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	6.67
A22	Informative briefing	6.67

The average topics need emphasis ratings was 4.34, with a standard deviation of 1.68.
Tasks rated above 6.02 are high in topics need emphasis.

TABLE D3

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE COMMUNICATION-COMPUTER (N=112)

NUMBER	TOPIC	TOPIC EMPHASIS
A40	Techniques of logical thinking	6.91
B96	Computer support--the ability to identify requirements and get computer support	6.82
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.81
B79	Time management techniques--how to accomplish the most production possible in the time available	6.64
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.61
A6	Memorandum for Record (MFR)	6.59
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.59
B94	Computer software management--the selection, design, development, testing, and monitoring of computer programs	6.54
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.53
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.52
B93	Computer hardware management--the selection, acquisition, installation, scheduling, use, and control of computer hardware	6.51
A29	Active writing--making it dynamic, direct, simple, and clear	6.49
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.46
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.41
A41	Techniques of creative thinking	6.39
B72	Management information systems--how to determine information requirements and provide managers with needed timely information	6.34
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.27
A31	Editing techniques--how to edit written communication and give effective feedback	6.23
C119	Principles of management	6.23
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.21

The average topics need emphasis ratings was 4.31, with a standard deviation of 1.28.
Tasks rated above 5.59 are high in topics need emphasis.

TABLE D4

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE INFORMATION MANAGEMENT (N=49)

NUMBER	TOPIC	TOPIC EMPHASIS
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	8.08
A31	Editing techniques--how to edit written communication and give effective feedback	8.00
A29	Active writing--making it dynamic, direct, simple, and clear	7.96
A4	Formal military letter	7.94
A27	Writing for the boss--considering the boss's need and style of writing	7.94
A42	Awards and Decorations	7.86
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.71
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.71
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.59
A36	Communication with the secretary--techniques for developing a good working relationship with the secretary	7.55
C149	Officer/Enlisted Evaluation Systems	7.51
A43	Using Air Force Publications	7.51
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	7.50
B68	Delegation techniques--how, when, and what to delegate	7.47
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	7.47
A38	Effective reading--techniques for improving reading speed and comprehension	7.45
B79	Time management techniques--how to accomplish the most production possible in the time available	7.43
A3	EPR's	7.41
A44	Using Various Correspondence Forms	7.35
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	7.33
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7.31
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.29
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	7.27

The average topics need emphasis ratings was 4.39, with a standard deviation of 1.95.
Tasks rated above 6.34 are high in topics need emphasis.

TABLE D5

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE INTELLIGENCE (N=51)

Overall the raters had INSUFFICIENT agreement as to which topics were needed in their present job. The average topics need emphasis ratings was 5.53, with a standard deviation of 1.10. Tasks rated above 6.63 are high in topics need emphasis. Caution should be used with these ratings, since the agreement among raters was low.

NUMBER	TOPIC	TOPIC EMPHASIS
C125	Security of classified military documents and equipment-- importance of and procedures for securing and maintaining classified information and equipment	8.59
E250	Intelligence--the role of intelligence in planning and employing tactical forces	8.39
C139	AF intelligence systems operations	8.16
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.75
D153	Contemporary international environment--the major sources of conflict among nations and their impact on U.S. national security	7.59
A40	Techniques of logical thinking	7.59
A29	Active writing--making it dynamic, direct, simple, and clear	7.43
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.41
D155	International politico-economic affairs--politico-economic aspects of the current international system and their impact on U.S. foreign policy	7.29
A35	Logical analysis--organize ideas to support major points	7.27
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	7.20
B79	Time management techniques--how to accomplish the most production possible in the time available	7.18
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.18
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	7.16
A33	Gathering and evaluating data--determine relevance and credibility of information resources	7.16
D171	Insurgency and international terrorism--their implications for U.S. foreign policy and national security	7.16
A31	Editing techniques--how to edit written communication and give effective feedback	7.16
A22	Informative briefing	7.10
D172	Russian-American relations--Russian-American relations and national policy objectives from the perspectives of both nations	7.10
A41	Techniques of creative thinking	7.10

TABLE D6

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE LEGAL (N=14)

NUMBER	TOPIC	TOPIC EMPHASIS
C120	Military justice system--exposure to the unique characteristics of the Uniform Code of Military Justice and its application in the Air Force	8.86
A33	Gathering and evaluating data--determine relevance and credibility of information resources	8.43
A35	Logical analysis--organize ideas to support major points	8.29
A29	Active writing--making it dynamic, direct, simple, and clear	8.07
A40	Techniques of logical thinking	8.00
A31	Editing techniques--how to edit written communication and give effective feedback	8.00
A41	Techniques of creative thinking	8.00
A30	Organizing to communicate--choosing a pattern that meets the needs of writer and audience	7.93
A32	Planning research--develop a research plan to use as a guide in collecting support material	7.93
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.86
A43	Using Air Force Publications	7.86
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.86
A28	Analyzing purpose--determine the purpose of the communication, i.e., persuade, inform, defend, etc.	7.79
A38	Effective reading--techniques for improving reading speed and comprehension	7.71
B77	Techniques of persuasion--how to "sell" your position	7.64
B78	Interviewing techniques--types of interview formats and styles; methods for effectively eliciting information	7.64
B55	Social actions programs and policies--legal and ethical requirements and constraints, e.g., affirmative actions and EEO	7.62
A27	Writing for the boss--considering the boss's need and style of writing	7.57
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.46
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	7.43
B79	Time management techniques--how to accomplish the most production possible in the time available	7.21
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.21
A34	Documentation--give proper credit and avoid plagiarism or literary theft	7.14

The average topics need emphasis ratings was 4.30, with a standard deviation of 1.72.
Tasks rated above 6.02 are high in topics need emphasis.

TABLE D7

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE LOGISTICS (N=140)

NUMBER	TOPIC	TOPIC EMPHASIS
A29	Active writing--making it dynamic, direct, simple, and clear	7.17
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.06
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.04
A31	Editing techniques--how to edit written communication and give effective feedback	7.02
C149	Officer/Enlisted Evaluation Systems	7.01
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.98
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.98
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.95
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.93
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	6.92
A40	Techniques of logical thinking	6.90
A43	Using Air Force Publications	6.90
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.89
B68	Delegation techniques--how, when, and what to delegate	6.86
B73	Total Quality Management (TQM)--principles and evolution of quality movement	6.86
B79	Time management techniques--how to accomplish the most production possible in the time available	6.84
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	6.78
B90	Logistics management principles--methods for meeting user resource demands (i.e., right quantities at right time and place)	6.76
B61	Motivation theory--human factors affecting performance	6.74
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.71
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	6.71
A4	Formal military letter	6.70

The average topics need emphasis ratings was 4.75, with a standard deviation of 1.33.
Tasks rated above 6.08 are high in topics need emphasis.

TABLE D8

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE MEDICAL (N=216)

NUMBER	TOPIC	TOPIC EMPHASIS
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.81
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.75
B68	Delegation techniques--how, when, and what to delegate	6.56
B79	Time management techniques--how to accomplish the most production possible in the time available	6.55
A40	Techniques of logical thinking	6.50
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.22
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.07
B61	Motivation theory--human factors affecting performance	6.04
A41	Techniques of creative thinking	6.00
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	5.98
C117	Military entitlements and benefits--key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	5.90
B58	Conflict management techniques--the causes of conflict in work groups and techniques for conflict resolution	5.86
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	5.86
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	5.83
C127	Disaster control--organization, management, and purpose of disaster control plans and operations	5.82
B75	Ethical considerations in leadership--moral factors that must be considered when in a position of leadership	5.79
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	5.79
B62	Leadership techniques--putting theory into practice	5.78
A38	Effective reading--techniques for improving reading speed and comprehension	5.73
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	5.72
B54	On the Job Training (OJT)--how people learn on the job	5.70
B66	Management development approaches and techniques--methods for improving the knowledges, skills, and abilities of subordinate personnel	5.68

The average topics need emphasis ratings was 3.57, with a standard deviation of 1.38.
Tasks rated above 4.95 are high in topics need emphasis.

TABLE D9

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE OPERATIONS (N=390)

Overall the raters had INSUFFICIENT agreement as to which topics were needed in their present job. The average topics need emphasis ratings was 3.95, with a standard deviation of 0.99. Tasks rated above 4.94 are high in topics need emphasis. Caution should be used with these ratings, since the agreement among raters is low.

NUMBER	TOPIC	TOPIC EMPHASIS
C125	Security of classified military documents and equipment—importance of and procedures for securing and maintaining classified information and equipment	6.90
B48	Time management—how to manage your time and activities to insure effective/efficient accomplishment of mission	6.62
A39	Effective listening—how to listen actively and to avoid the effects of common distractors	6.49
A43	Using Air Force Publications	6.46
A40	Techniques of logical thinking	6.33
C114	Career development—know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.32
C113	Military officership—understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	6.26
C111	Military professionalism: status and directions—the current status of the military profession and key issues which may affect it in the future	6.05
B79	Time management techniques—how to accomplish the most production possible in the time available	6.01
C108	Officer/NCO relationships—know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	5.96
B57	Interpersonal communications processes—barriers to effective communication and how to overcome them	5.93
C126	Code of conduct—tradition, importance, and use of the military code of conduct	5.90
C110	Sexual harassment—understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	5.90
C117	Military entitlements and benefits—key elements of the Air Force pay, leave, allowance, and benefits systems for officer and enlisted personnel	5.87
C109	Fraternization—understand the effect improper fraternization can have on morale and mission accomplishment	5.83
B68	Delegation techniques—how, when, and what to delegate	5.81
B64	Human relations—why people behave as they do in work situations and how to effectively handle people problems when they arise	5.81

TABLE D10

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE PERSONNEL RESOURCE MGMT (N=42)

NUMBER	TOPIC	TOPIC EMPHASIS
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	7.71
A29	Active writing--making it dynamic, direct, simple, and clear	7.55
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	7.50
A10	Staff summary sheet	7.48
C138	AF manpower and personnel systems operations	7.48
A4	Formal military letter	7.40
B79	Time management techniques--how to accomplish the most production possible in the time available	7.33
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.31
B54	On the Job Training (OJT)--how people learn on the job	7.31
A43	Using Air Force Publications	7.29
A11	Talking paper	7.21
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.15
A40	Techniques of logical thinking	7.12
C149	Officer/Enlisted Evaluation Systems	7.10
A6	Memorandum for Record (MFR)	7.02
A44	Using Various Correspondence Forms	7.02
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	7.00
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.98
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	6.98
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	6.95
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	6.88
A31	Editing techniques--how to edit written communication and give effective feedback	6.88
B80	Group dynamics--factors affecting the operation of groups and how to overcome barriers to effective group performance	6.88
A41	Techniques of creative thinking	6.86
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	6.86

The average topics need emphasis ratings was 4.54, with a standard deviation of 1.66.
Tasks rated above 6.20 are high in topics need emphasis.

TABLE D11

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE SCIENTIFIC & DEVELOPMENT (N=138)

NUMBER	TOPIC	TOPIC EMPHASIS
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.80
A40	Techniques of logical thinking	6.73
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	6.64
A22	Informative briefing	6.54
A35	Logical analysis--organize ideas to support major points	6.54
B79	Time management techniques--how to accomplish the most production possible in the time available	6.51
A29	Active writing--making it dynamic, direct, simple, and clear	6.48
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.42
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	6.40
A30	Organizing to communicate--choosing a pattern that meets the needs of writer and audience	6.38
C114	Career development--know the general structure and career progression patterns common to most Air Force career fields, including the Air Force personnel system and education opportunities	6.32
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.32
A33	Gathering and evaluating data--determine relevance and credibility of information resources	6.30
C103	Systems acquisition	6.29
A4	Formal military letter	6.26
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.25
A6	Memorandum for Record (MFR)	6.20
A41	Techniques of creative thinking	6.20
B88	Project management techniques--how to manage interdependent activities to complete a developmental project	6.19
A38	Effective reading--techniques for improving reading speed and comprehension	6.12
A31	Editing techniques--how to edit written communication and give effective feedback	6.08
C106	Systems program management	6.07
A28	Analyzing purpose--determine the purpose of the communication, i.e., persuade, inform, defend, etc.	5.96
B77	Techniques of persuasion--how to "sell" your position	5.93
B57	Interpersonal communications processes--barriers to effective communication and how to overcome them	5.90
C119	Principles of management	5.88

The average topics need emphasis ratings was 4.24, with a standard deviation of 1.18.
Tasks rated above 5.42 are high in topics need emphasis.

TABLE D12

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE DUTY SECURITY POLICE & SPECIAL INVESTIGATIONS
(N=32)

NUMBER	TOPIC	TOPIC EMPHASIS
A3	EPR's	7.62
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	7.58
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	7.57
B68	Delegation techniques--how, when, and what to delegate	7.56
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	7.47
C121	Role of the NCO--responsibilities and duties of the Air Force NCO	7.44
C120	Military justice system--exposure to the unique characteristics of the Uniform Code of Military Justice and its application in the Air Force	7.34
B64	Human relations--why people behave as they do in work situations and how to effectively handle people problems when they arise	7.34
B98	Discipline and morale of military personnel--techniques to use in identification and resolution of morale and discipline problems	7.33
C149	Officer/Enlisted Evaluation Systems	7.28
C113	Military officership--understanding the unique combination of responsibilities and values required of officers in the profession of arms and the service of their country	7.25
E205	Terrorism	7.22
C111	Military professionalism: status and directions--the current status of the military profession and key issues which may affect it in the future	7.19
B62	Leadership techniques--putting theory into practice	7.19
A20	Informal speech	7.16
B53	Performance evaluation--how to evaluate the performance and qualifications of subordinates in their jobs	7.12
B61	Motivation theory--human factors affecting performance	7.12
C129	Personal combative measures--techniques and utility of various hand-to-hand protective or combative measures	7.06
B63	Counseling--principles and techniques for establishing a successful counseling climate appropriate to the situation	7.03
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	7.03
B79	Time management techniques--how to accomplish the most production possible in the time available	6.97
C151	Enlisted Performance Feedback Worksheets	6.97

The average topics need emphasis ratings was 5.03, with a standard deviation of 1.29.
Tasks rated above 6.32 are high in top. . need emphasis.

TABLE D13

HIGHEST TOPICS EMPHASIS RATINGS: ACTIVE WEATHER (N=21)

NUMBER	TOPIC	TOPIC EMPHASIS
B48	Time management--how to manage your time and activities to insure effective/efficient accomplishment of mission	8.05
B79	Time management techniques--how to accomplish the most production possible in the time available	7.52
A6	Memorandum for Record (MFR)	7.38
A29	Active writing--making it dynamic, direct, simple, and clear	7.14
A39	Effective listening--how to listen actively and to avoid the effects of common distractors	7.14
A4	Formal military letter	7.05
A26	Analyzing audience--analyze the education, expertise, interest, and needs of the audience	6.95
A24	Staff briefing	6.95
B49	Group problem solving--understand the positive and negative aspects of group problem solving and know situations to use it in	6.86
A41	Techniques of creative thinking	6.81
B61	Motivation theory--human factors affecting performance	6.81
B62	Leadership techniques--putting theory into practice	6.81
A22	Informative briefing	6.81
C108	Officer/NCO relationships--know the proper on-duty and off-duty relationships for officers and NCO's to insure effective mission accomplishment	6.79
C109	Fraternization--understand the effect improper fraternization can have on morale and mission accomplishment	6.71
A40	Techniques of logical thinking	6.71
A37	Coordination--process to insure agreement and/or dissemination of information among appropriate agencies	6.67
B68	Delegation techniques--how, when, and what to delegate	6.62
B59	Leadership theory--alternative theories for guiding, motivating, and directing personnel under various situational conditions	6.57
A21	Style of delivery	6.57
B92	Problem-solving techniques--how to identify, gather data for, and select appropriate solutions to, various problems	6.52
C121	Role of the NCO--responsibilities and duties of the Air Force NCO	6.48
C125	Security of classified military documents and equipment--importance of and procedures for securing and maintaining classified information and equipment	6.48
B54	On the Job Training (OJT)--how people learn on the job	6.48
C110	Sexual harassment--understand that sexual harassment is illegal and can have severe effect on morale and mission accomplishment	6.45
A35	Logical analysis--organize ideas to support major points	6.43

The average topics need emphasis ratings was 4.20, with a standard deviation of 1.46.
Tasks rated above 5.66 are high in topics need emphasis.

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APPENDIX E

WRITE-IN COMMENTS
LEADERSHIP, MANAGEMENT, AND COMMUNICATION INVENTORY

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COMMENTS FROM LMC INVENTORY

Management Training should include specific ideas about what a manager should do. For example, what should a new manager do first? What priorities should be given to learning unit's mission, products, personnel, performance, etc. I recommend Careertrack's first time manager tape series. Careertracks provides clear simple information can be applied on the job.

The most important pre-commissioning training I would like to have received would be more computer software training. The largest Air Force wide deficiency is personnel training in current software (at the staff level) and lack of computerized DOD and AF forms. Also, the Air Force could save significant monies by computerizing or digitizing aeronautical charts (including chart updating manuals). The Air Force badly needs to develop a "paperless" bureaucracy--we update, revise, and reorganize far too often not to do this.

I was selected to be a Logistics Career Broadening at SA-ALC. This job is a learning position and because of that specific tasks I do are hard to label. My last job as a fuels officer at ---- -- Korea, I could have checked off at least half of these.

I am a banked pilot. I do not dislike aircraft maintenance, in fact I enjoy it. I am dissatisfied due to the fact I have no responsibility. I want some!

I had a great deal of difficulty finding categories which fit what I do in my current job. Perhaps it would be easier to write what I do here. As a weapons director I do not supervise anyone. I provide command and control to aircraft in a variety of air-to-air, air-to-ground and aerial refueling missions. I coordinate airspace requests with the FAA and conduct mission briefings with aircrew. I am in a new unit, which is getting a new system (MCE). Most of my time is spent either controlling aircraft or training in the new system. Because of this I do not do much administratively.

Being prior enlisted I feel that AFROTC was only a refresher. The six week training camp did help with increased responsibility now tasked with. In my opinion, prior enlisted Air Force personnel should only be submitted in a 2 week field training course, pertaining heavily in leadership skills. But this is only for those prior service that have attained NCO status prior.

I am a banked pilot in a section commander's job.

At the present time I am a nurse intern at -----, working directly with a preceptor. I am not in the position to utilize any of this qualities at present.

10% of time determining if I'll have a job next year!

E1

The nature of my primary job and additional duties require a significant difference in the type of management and leadership roles assumed. More is required in my role as a staff development officer than as a health clinician. Opportunities to counsel groups of personnel as well as individuals are unique because of my primary AFSC. Because my additional duties have changed frequently since I entered the unit, I do not feel this survey accurately reflects the leadership, management, and communication tasks as outlined by the survey, that would be required of officers who act in a traditional role with greater administrative responsibilities. Many of the items I checked are performed in collaboration with key personnel.

The answers to this survey would suggest that I do not enjoy being in the Air Force. On the contrary, I really do enjoy it. Unfortunately, I'm in a career broadening assignment that I do not like.

The personnel system should pay more attention to newcomers. These people need to be at the lowest levels, where their enthusiasm and energy can best be utilized. Great care should be taken when determining a new officers first assignment. Usually this first assignment is taken as representative of the total Air Force. So, if the impression is bad, the individual can end up with a poor outlook on the Air Force.

Most 49XX coordinate with or monitor the activities of contractors in the conduct of tasks supporting unit missions. The number of contractors should be included as a component of span-of-control.

A person should not be commissioned as an officer simply because he or she performs technical tasks. Officers are leaders - period! Officership has nothing to do with technical training and technical training has nothing to do with officership. In today's Air Force there are far too many people commissioned as officers because they fill a technical position and are not leaders, especially in the aviation and medical fields.

I found that I did not accomplish many of the statements listed in this survey. Perhaps someone with more time in my particular AFSC would have more inputs if they had more experience than myself. I do not think that my job is necessarily exempt from many of the statements contained herein, however, being a Deputy Missile Combat Crew member limits my exposure.

The hardest thing to teach in a classroom is how to deal with ambiguity. Although I did well in school, I oftentimes struggle with what action to take next in my managerial/leadership role. There are no "approved solutions" for each action. This can be very frustrating and stressful. The best way to prepare young officers for this aspect of leadership is to acknowledge that there will be times when no one knows the best answer. Just understanding that this is normal will help young officers. Instead of questioning their skills or stagnating due to lack of direction young officers need to be "coached". Explain that the worst decision is to make no decision at all. If unsure of what to do next - start charging and don't be afraid to make a mistake. By the same token, senior officers need to allow junior officers to make mistakes. I don't know if I have offered any workable solutions. But if there is a way to incorporate this aspect of leadership into a curriculum - I hope that it will be addressed.

The Air Force should completely do away with MIMSO and have medical officers go through OTS. I felt that MIMSO was a complete waste of time and no benefits were derived at all from this training. The majority of my actual job deals with managing a database which is used for mobility.

This survey seems to focus on the old Air Force way of doing business. It focuses on individuals controlling other individuals and is very task-oriented. We have adopted the new Quality Air Force philosophy. We focus on processes and customer needs. We meet frequently to analyze processes, determine where they are breaking down, improve the processes and evaluate the before and after results. This requires a great deal of time in the form of meetings. It involves communication and analysis, empowerment to enact changes and commitment at all levels to supporting process improvements. This also means allowing people to make mistakes. We fix processes. We develop people. This is why most of my time is spent in guiding groups and setting goals or objectives vs controlling or reprimanding individuals.

My Air Force intentions for retirement would be to stay in the Air Force medical corps but I came in with a non-retirement eligible waiver. I came into the nurse corps at age __. I see an increase in the older adult coming onto active duty. Hopefully retirement eligibility will change. The nurse internship program was training for the novice nurse and was beneficial to help with the transition from civilian to military life.

Promote the TQM (AFRES) program through facilitating, instructing and using of approved techniques. Manage the unit's TQM program including scheduling, training, coordinating and directing activities.

It should be noted that I am a "banked fighter pilot" serving in a non-rated position, currently as a billeting officer. I have responded to the questions with regards to how my four years of academy training and one year of pilot training have helped prepare me for my current position. This obviously leads to an inaccurate study since I feel that, (a) my academy experience prepared me exceptionally well on how to be a successful junior officer, but (b) my pilot training will have lost much of the effectiveness and accuracy the EURO-NATO program tried to ensure each of its graduates had. Herein lies the fact that I would definitely attend USAFA if I were to do it all over again Although the AFROTC program is excellent, I still feel that the academy can better prepare cadets for officership since the academy is a 24 hour, 4 year program.

As a 1st Lt pilot my primary job is to fly airplanes. I spend most of my time studying info on my aircraft, tactics, regulations, etc.

The most beneficial program I was a part of during AFROTC was Arnold Air Society. Working within that organization taught me more about professionalism and officership than any other part of AFROTC.

It must be noted that I have received absolutely no formal training what-so-ever.

In my 11+ years of service, I have performed nearly all of the management tasks previously listed. In addition my roles drastically changed 5 months ago when I changed from unit duties to headquarters duties. Therefore, I hope this survey identified changes in levels of jobs and provides a good indication of what role junior officers actually play in the Air Force.

My former job was OIC at a tactical special operations weather team. I supervised seven people and --- worth of equipment. My team supported 2,000 special forces personnel deploying throughout the western hemisphere. I was a direct duty 2nd Lt weather officer in this position. To be frank my ROTC experience did not prepare me enough nor did my detachment, whom the weather team feel under, have the time or resources to prepare me for my duties. I know this assignment is not very common for a 2nd Lt but there should be some dedicated training programs to address this shortfall. The team and mission require more dedicated formal training. Perhaps SOS, forecaster and/or special attendance before assignment.

It seems that a lot of emphasis is put on obtaining higher degrees of education. Most of our time is spent in our primary jobs and additional duties and leaves very little time to work on other degrees (i.e., Masters). Less emphasis should be put on a Masters. Plus, it seems that most people try to get one as quickly as possible that has little if any at all correlation to our jobs. Just to get one and say that it is done does not help me perform my job better.

Based on the opening questions, it may appear as if I am dissatisfied with my career situation. On the contrary, I am extremely content with the military and would like to make a career out of it. However, there is some dissatisfaction in my job field itself. As for as my college education pertaining to my job is concerned, I feel as if in my position, I need more managerial background than technical background which is what I have.

In my job, even through I directly supervise 2 enlisted personnel, my commander goes directly to them with tasks. Many times I am left out of the loop on tasks assigned so I have trouble with performance feedback and writing EPR's on these individuals. I also do not feel that my adjutant school training has prepared me for the performance of my job.

The duty-task section does not apply to missileers. Almost none of our tasks are listed there. This survey was difficult for a missileer to fill out since we do not supervise people and have a very poorly organized job. We have almost NO leadership; we never use management skills; and very limited need for communication skills. This AFSC is worth surveying at all; it does not utilize any of the skills and knowledge we were taught in ROTC/Academy/OTS.

Flying does requires the responsibilities of leadership, management, supervision, and communication. Flying, in fact, require more of these attributes than most of the items listed in this survey. The leadership and management decisions made while flying not only determine the success of the mission but the lives of the air crew, maintenance personnel, and civilians on the ground. The previous page asked for a percent of my total job time spent on these qualities. If you include flying the rating is 100%. If flying is not included in the rating is 10%.

Additional tasks: Time Spent (1-8 scale) Preparing correspondence on office automation equipment (computers, word processing); 7 Producing administrative materials on office automation equipment; 6 Assisting PCers in use of office automation equipment; 5 Training/Assisting subordinates in use of office automation equipment; 3 Repair/maintenance/configuration of office automations equipment; 3 Transmitting or receiving correspondence via facsimile equipment; 3 Handcarrying classified correspondence between offices; 3 Delivering electrical messages to communications centers; 2 Searching for, locating, and obtaining correspondence, documents, directives, and electrical messages needed but misdelivered or otherwise not immediately available; 7 Sharing information with other offices by phone; 6

My current job is an engineer working in a ALC. Therefore I do not have much supervision as an officer (O-2). However, I am active in the --- ARB Company Grade Officer Council (CGOC). I am currently president of the CGOC and I work on many of these skills in this organization, but it is not my current job.

The academy is a indoc course in itself!

I have limited input since I joined the _____ engineer flight as a traditional guardsman 6 months ago. I am currently striving to learn this new AFSC. Moreover, as a Guardsman with no subordinates, I have limited opportunities to complete many of the tasks detailed in this survey.

In the 65XX career field, most management positions are held by civilians. The Company Grade officers are held at the workerlevel and do not have the opportunity to utilize their management and leadership skills.

The Air Force would get a lot more out of me by using more of my talents and skills - I am much more inclined to thrive in a mission oriented (not mission support) career such as pilot or combat control. I'll continue to pursue these activities (& related ones) privately to better myself, but the Air Force will not gain unless I'm given a chance to try.

I am a banked pilot. Thus, my job satisfaction cannot be expected to be great.

It is important to recognize the unique role of guardsmen relative to active duty. Traditional guardsmen officers in Civil Engineering spend a majority of their time using leadership, management and communication tasks implementing technical (physical work) and training programs established by full-time (technical & AGR) personnel. A large minority of their time is used for recurring training. Only a small amount of time is used utilizing technical skills of the engineering officer. However, without this technical background the officer could not function in leadership, management, or communication roles.

The job I have now has no leadership opportunities. I am in charge of no one and I basically do worker bee type work. I would like to get in a job which allows me the opportunity to lead as an officer. I plan on going to pilot training within the next two years and I wish to learn how to be a leader during that time frame.

E5

While leadership is important and should be taught as best as it can, management is something different. My leadership training has been invaluable to me, but my management training has been a waste of time and has insulted my intelligence to boot. "Management skills" are a result of experience and command sense, not training. Please don't spend more than the minimum amount necessary in any curriculum on management training--use that time for giving people leadership experience. Initiative, common sense, caring for your people, and a sense of responsibility are far more important than "management skills" like official bureaucracy, funding & budget skills, or other "paper skills" Managers do things right--leaders do the right thing.

I am a drill status guardsman and as a result most of my job is performed by my E-9. I am currently attempting to change that situation to allow me a more active part in the unit decision process. In fact this questionnaire has given me some areas to work specifically into my program to expand my effect on the unit. The main problem as I see it is that technician Guardsmen handle most situations before considering whether it can wait until drill weekend.

A very small portion of my time is spent doing traditional officer duties. Although I am capable of doing many of the tasks listed in this survey, AFOST is not consistent in placing CGOs at a detachment level in leadership positions. In my present job, I don't feel I have the opportunity to develop these skills because of the office is structured. If I were assigned to a different detachment (as are many of my peers) as the second officer, I might have been able to provide information concerning more of the tasks listed. Any good NCO could perform my present duty A big part of the job, and one that needs more emphasis, is learning to cut through bureaucracy to get the job done. This requires significant energy and tact. Also, motivating civilians who have given up is difficult. Solving this "feather merchant" syndrome is as challenging as any leadership task.

At my wing there are several positions which utilized functions surveyed. My current position does not require them but I have done them in other positions I have held.

At this stage in my career, my management and leadership roles are limited; however, communication is a vital part of my job and cannot be overemphasized. Since my specialty is becoming enlisted, future surveys will collect greater communication and leadership responses. (Since the officers will assume more of a manger and leader position)

I would be very pleased with my job if I was allowed to do it. I have been at my current job for almost two years, and I have just started doing my job. I know 2Lts get a lot of additional duties, but some additional duties take a lot of time. My group just went through QAFA, I am my group self-inspection monitor, so I spent four (4) month of solid preparation. I learned a lot about the Air Force in those four months, but that was a big responsibility for a green Lt. I was brought into the Air Force to do computer work as a 4925. That is what I want to do!! as of this survey, I have not done much job related I will continue to perform my additional duties in an exceptional manner. One complaint I have about AFROTC. I was told in ROTC the best training you can

receive is from other officers. I came into a section with 7 enlisted folks and 3 DAF civilians. I had an hour and a half class on officer/NCO relationships and no training about DAF civilians. These two groups of people are the backbone of the AF!!

This survey was rather difficult in many regards, as I am simply a traditional guardsman doing 2 days a month and 15 days active per year. While my guardsman job may not involve the responsibility and energy of my active duty counterparts, I still see one far-reaching facet of my AFROTC training--its application to my civilian career. Many of the leadership and management skills taught to me as an ROTC cadet have benefitted me tremendously in my career as a civilian electrical engineer. Therefore, many of the topics I left blank, due to the fact I am not involved with those areas as a Guardsman. I would check if you included civilian work. To sum up, my AFROTC training has benefitted my life outside the military, almost as much as it helps me in my military career.

As a company grade officer in a rated position, the opportunities to supervise any enlisted troops are few. Additional duties rarely require supervision of others. Often, I find myself seeking advice on procedures and such from senior NCOs. As a pilot, most of my "total job time" is spent planning, briefing, flying, and debriefing. Additional duties fit in the time available when I am not either flying or self-educating.

I'll take this opportunity to speak in favor of the Air Force Academy as our primary commissioning source. The training I received there is indispensable to me, and you'll not be sorry I was provided it.

The ROTC experience of giving briefings, writing papers and letters, and managing subordinates in corps positions has been invaluable in my job. Tongue & Quill is another great tool that I use often.

I feel with the realignment of the AF, support officers lack a career progression. It appears there are few command opportunities open to us, with things slanted toward the flier. Sad, but discouraging for the professional trying to provide safe, reliable aircraft.

Bluntly, ROTC did not prepare me for the real Air Force. There is not enough power in ROTC to have people work under different classes.

Human relations (tact, persuasion, appropriate feedback) and military professionalism are two very important areas that need to be more thoroughly taught to medical officers.

Have the Department of Defense open up a 401-k plan for all personnel since a majority of Air Force military don't retire and never receive benefits.

When screening OTS applicants for specific duty to be assigned, it is very important that past or prior enlisted skills be taken into consideration. I spent 5 years (enlisted) in the intel community--, but was denied an intel officer slot due to demands in 702 field, despite being sent to DLT, Goodfellow, and having SIGINT field experience. This experience should have been used to

E7

better the AF, and use my past training. Instead, my slot was filled by a person w/zero intel experience who was subsequently released from duty due to a pre-existing disqualifying factor. We need to make the most of prior skills.

I love the military/military stuff. I don't like working with civilians of which 99% of my current co-workers are. I like my job but I'm frustrated regarding the environment its in. I can see so much that could be done to improve efficiency & get rid of waste (personnel) but I know it won't happen--people are more concerned with protecting their jobs, however useless, than anything else. As a human being, I can understand this; as an AF officer, it pisses me off.

Comments from LMC Education Emphasis Booklets

It is difficult or impossible to foresee the needs of tomorrow's rated officer. It would start, however, with effective training on all of those expensive IBM compatible systems and software packages.

I would include some basic flying academics to pilot contract students. Something more than was taught in ROTC class. Perhaps some 60-16 and 51-37 instrument information.

Study military history since 1000 B.C. (Tactics & weapons.) Study history of Air Power and evolution of air power doctrine. Study the art of leadership (to include detailed biographic studies). Provide leadership opportunities (not labs). Allow cadets to lead at Lackland during the cadet's summer tng program. *Hands on operational experience is the best training!* Any program that trains warriors (not administrators-any civilian program can train administrators).

Precommissioning training should make the trainee aware of the existence of the different forms of written and spoken communication used by the Air Force and should equip them with the ability to find guidance when needed. These skills are rarely used in our career field. We need our junior officers to understand the importance of (and to exemplify) the highest personal and professional standards, make sound decisions in real time, and participate positively in group activities.

We need more emphasis on quality writing and communication.

We seem to be departing from military protocol in social areas and on the job. Need to place training emphasis upon what is expected in terms of military etiquette and conduct. Some young lieutenants in my career field get too "close" to the young enlisted members. They forget their position and want to be buddies with the airmen. Many are very uncomfortable in social settings as well. Also, I've had a lot of problems with young officers from the AF Academy who cannot write very well. They can't spell, punctuate or compose articulate written work. I was amazed to learn that the academy places very little emphasis on military writing. I've had to spend inordinate amounts of time correcting written work and teaching basics of grammar and composition.

Overall there needs to be more emphasis on teamwork and personal leadership traits. Too much emphasis is placed on management. Emphasize character and loyalty-the quality we need will follow.

(1) Teach about "Quality" and TQM, (2) Teach about "process" and how to develop, (3) Teach about joint interoperability, (4) Teach about DISA (All AFSCs should know)

Like to see instruction on officer/NCO relationships--what to expect and what is expected; details on fraternization; and how to handle situations like gambling/raffles that seem harmless but are illegal.

Need to focus more on writing skills and real communication skills.

Fight for feedback to ensure subordinates & superiors fully understand your message to promote accurate & efficient actions by others. Misdirection wastes time & money and can no longer be tolerated. Rate as #9

The vast majority of duties described are those which a junior officer should know something about. In my opinion, the key to success in preparing officer candidates for service as junior officers is to expose them to the vast array of duties which a junior officer could be expected to perform. This means, among other things, that they should be thoroughly schooled in our system of DOD directives/instructions and Air Force regulations, manuals and instructions. This will allow them to efficiently access the resources they will use when performing Air Force duties. Officer candidates should also be thoroughly schooled in our system of military justice and administrative law. This education will provide them with knowledge of the options they have to enforce Air Force standards and unit discipline. The more they know about how the Air Force works, the more effective they will be. Practical exercises such as convening and running investigations and administering administrative or nonjudicial punishment should be used, to the maximum extent possible, in teaching this material.

Conduct meetings using interaction method -9; Practice principles of Total Quality Management-9; Understand principles of Group Dynamics-9; Exercise team-building skills-9; Be a meeting manager-9; Be a facilitator-9; Identify internal and external customers-9; Understand organizational behavior-9; Understand "politics" and be able to identify what 'political practices enhances or details organizational efficiency-9

For first time officer (newly commissioned) you need to instruct more in where to find it as opposed to "how to do it" (i.e., regulations 66-1 40 series, Supply Runs DO4s, D18s, Budget Runs PFMR's etc.)

It is important that the young officer be able to identify a personal problem and know where to get help for the individual. I think young officers should understand the importance of property accountability and supply discipline. A lot of questions deal with TQM issues. I think total

quality should be included in subject matter taught. Some questions pertain to family matters. I think students should know the ___ tance of a strong family support network. Officer candidates should understand the im ___ nce of integrity, honor, and trust.

With increasing emphasis throughout the service on Total Quality Management, recommend including at least an introduction to this process.

Newcomers need a greater appreciation of the environment in which they will find themselves. They need to understand how the Air Force works within the DOD framework and within the larger framework of the U.S. government. They need to understand the forces that bring about change in the Air Force and how these changes can affect the future role(s) and mission(s) of the Air Force. Newcomers also need to be very much aware of what other functional disciplines "bring to the table". Engineers, operators, acquisitio ___ lists, intelligence analysts, etc. must understand the value that each adds and that if they ___ t ___ ction as a team, then this country suffers.

APPENDIX F

**WRITE-IN COMMENTS
TOPICS SURVEY**

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COMMENTS FROM TOPICS SURVEY

Most of the last few sections were very noble and abstract but I think more practical information should be taught at the cadet level. Most instructors, etc. have been in long enough to not remember the confusion they felt when initially introduced to such concepts as a leave form or an orderly room. The political aspects, while interesting and the main determinant of our mission have nothing to do with the day-to day administration tasks I was immersed with my first day. What is a CBPO? How do you fill out travel vouchers? What is permissive TDY? The most useful information I received in 4 years of ROTC was all in the "TICKET". Think practical, not abstract.

On the topics need emphasis section, for the vast majority of questions I do not need them at all to perform my specific job, but an awareness of such things builds an overall comprehension of my role in the Air Force and provides motivation and self-awareness that contributes to my effectiveness as an officer.

I feel the best area of training that could be offered to operations/rated personnel is a chance to get an advanced degree in an area needed by the USAF and do so on leave from your ops job/AFSC. That would keep more pilots in reserve and better educate them in MS/PhD's more suited to USAF needs.

Religious ethics and values -- how they impact the way I treat others, do my work, perceive the military.

I have a few suggestions concerning improving training for future officers via the ROTC commissioning program. (1) Increase emphasis on what is going on in the Air Force today! Decrease your focus on history of doctrine, national policy objectives, foreign policy relations and other such topics that are of little value to a junior officer. Take officer candidates to AF bases and show them how a wing is organized, how a flying squadron runs its daily business, how a weather shop works, how a civil engineering branch plans its projects and other "rubber meets the road" topics. That will make them better officers; not a study of Sino-American relations or other useless information. (2) Increase emphasis on communication skills. The basics: writing OPR/EPRs, conducting formal and informal/ informative briefings. Why encourage a pilot/operations type to pursue an engineering degree he/she will never use? A liberal arts/communications type degree would be more useful. (3) Spend less time marching and more time teaching future officers about their prospective AFSC. (4) Spend more time visiting AF installations.

It's important to get individuals trained on their specific job as well as to roles & missions of their wing, command, Air Force, etc. If we do not get this training we feel like mushrooms. Mushrooms sit in a big field and cannot see anything too distant from it (ie. wing, command, Air Force). Lack of mission knowledge combined with a feeling of "look out for yourself because no one else will" creates disunity and a disregard to the military profession.

F1

Any exercise designed to make the individual more aware of his local and global surroundings is a must. Most of the bureaucracy of paperwork is necessary, but easily learned on the job. It is important when trying to train to give the student a "frame work of thought" on which to pull from. The finer details come with experience. Knowledge without experience is worthless!

The USAFA should include much more exposure to enlisted personnel. Most cadets never deal with NCO until graduation, and have no concept of what NCOs do or are. Pilots also have this problem, but that is a different complaint.

I feel any member of the Armed Forces should have a "basic" knowledge of all the topics listed. This is why I did not leave any blank. Military history strategies and policies are an important part of understanding today's military and in order to lead/manage effectively today's officer needs this information and knowledge.

Just because my current job does not involve strategic or national defense policy planning (Nor, for that matter, tactical or strategic warfighting, joint-service or joint-nations operations, or domestic and international political issues) does not mean that I am not knowledgeable or interested in such topics! I believe all officers should have at least some familiarity with "the big picture." Be careful about reducing training in "less relevant areas". Officers should be able to explain intelligently not only what they do, but how that supports the overall AF mission and US Government objectives.

My academy education prepared me well for my current position, but I feel that more time could be spent on the day to day reality of the "real" Air Force. We were introduced to Tongue and Quill, but if not in a cadet staff position - rarely did we prepare official correspondence. I also feel that more practical, "how to information should be taught. For example, the academy talks about OPRs and EPRs, but not how to write one and unfortunately, I found myself writing my own reports with little or no guidance. I understand that some things are best learned on-the-job, but practical "how to instructions vs. theory/philosophy would be extremely helpful.

Most of the historical, political, and strategic concepts are nice to have for an understanding of world events. However, in executing the day to day duties of a weather officers these things are not directly involved.

My ROTC experience was outstanding; fun, difficult, and extremely beneficial. I have nothing but praise for the program except a few suggestions. 1. I recommend that more emphasis be given to writing EPRs using actual forms and encountering actual problems of an individual's career depending on this. 2. More exposure to BDU attire. I wore BDUs once for a ROTC function. 3 Actual active duty and ROTC are entirely different. To reduce time in adjusting from one to the other, possibly make AS400s more like active duty. All is all, ROTC was great and really brought out, and then developed the leader in me. I wouldn't be the leader I am without ROTC.

The education and commissioning training I received at USAFA was designed to produce a single seat fighter jock. It was totally inappropriate for training any type of leader in the sense of a person who will take a group of people, find their limitations and abilities, go with them in to an hostile/uncomfortable/inconvenient environment and accomplish a mission. My training at USAFA did not teach me how to be responsible for other people. My training did not teach me how put the job/mission first, my people second, and myself and my career very last. My training did not teach me how to design programs to train or condition my people. At USAFA I did not learn how to stand up when I feel I am right-and expect to win, occasionally. I did not learn to take risks for my people. What I did learn at USAFA was this: flying is everything if you are not a pilot your job is irrelevant. Paperwork is the most important part of your job. Everything you do (training, extra duties, etc) should be done with an eye toward improving your own career. Fortunately, the real AF has corrected my views as well as giving me a job with responsibility and potential to make a real difference.

As an officer in a combat unit, I believe your knowledge of strategy, tactics, and capabilities, whether you are Army, Navy, Marine or Air Force should be at a high level. They may not be important now or in your field, but one day they might.

One thing I learned during my time at USAFA was that NCOs deserve a lot of respect. However, this was not taught. I've seen too many officers that do not respect the opinions & abilities of NCOs, because they're only NCOs. Without the help of the NCOs that I work with I'd be lost. Most (if not all) of my experience with NCO's was during Army programs (Airborne & Records). I think USAFA cadets should work more with NCOs.

The transition from the Active Duty AF to the Air National Guard is not well managed. During my transition, I incurred a bad year toward retirement even though I reported for every Unit Training Assembly. The bad year was caused by the fact that the Air National Guard did not process my paperwork in a timely manner and I incurred an 8-month break in service. The "bad year" has also caused my promotion to Capt to be delayed by 3 years. People should be more aware of the personnel system before enlisting.

PME needs to be extremely current. Updated annually as a minimum. During my SOS I had to memorize outdated info just to pass the test and complete SOS.

The topics in section D and E to some extent are interesting and good information for a "well-rounded" officer's knowledge, but are not necessary for me to do my current job.

The well rounded curriculum of AMS was more than adequate. Although some of the areas are not needed to actually complete a particular job, background information on the military is a necessity to understand the organization we are serving.

As only a pilot on a Stan/Eval crew (not an Aircraft Commander) I have very little input for this survey. Why not give it to a senior staff officer or at least an A/C? It seems to be a waste of both your time and mine to submit such a survey concerned with supervisory duties/experience/needs, etc.

As a member of the "medical military", I would like to see my AFSC more involved with the military side of the house. That is our participation in Drill and Ceremony is nearly non-existent; We have no regular, required physical fitness program; and we generally do not feel a part of the "real Air Force" Perhaps I only feel this desire for increased cohesiveness with the line AFSC's because I was an ROTC cadet and was taught the importance of a balance between being a good military officer/leader and being good at my particular AFSC. I realize that the medical mission performance is essential, but would like to see the military principles emphasized as well. I think a unified identity would promote morale and pride in the Air Force.

This survey was a major waste of time for someone in my position (i.e., company grade 18XX officer). I'm more a technician than a manager or leader. Very, very little of what I learned in OTS has ever come into use as a 18XX. I supervise no one. I barely even work with anyone at all. It was a stretch for me to answer those questions that I did.

Many areas although not directly necessary for the performance of my job are important for me to function as an U.S.A.F. officer.

Having just completed SOS in residence I think that the whole program needs to be looked at. There is no reason for this program to be seven weeks when half of it is playing volleyball and flickerball. We are too important to our squadrons and units to be playing these games!

Leadership: I feel after 10 years of commissioned service is the most important quality in any organization. Effective leadership will produce mission accomplishment. I have seen it work in ROTC and in combat. Leadership is the key.

In ROTC there is a need to explain the officer assignment system and how it is changing to a mostly voluntary system.

Being that I am a medical officer, some of this information had a trickle down effect because I could take care of patients of war.

As I progress higher in rank, these things will have higher effects on me directly because I will be in a manage type role.

I saw this survey and my limited career in two parts. First, there is the military aspect. As an Academy graduate and Political Science major, I was somewhat familiar with many of the sections concerned with strategy, force employment and customs. Current, my "banked" assignment affords me the opportunity to learn logistics and management (theory and techniques) at ------ AFB. A large aspect of this survey and career is being fulfilled and enriched by Masters Program at U of __. Looking back, I think that just about every question is relevant to my present job - and all of my future jobs. I've always considered myself an officer first in all of my jobs. I firmly believe that my experience at the Academy has given me the ability to look at the overall picture, and to motivate me into becoming an even better professional officer. If there was a deficiency in

my training, it would probably fall into practical, everyday application of theory into a junior officer's life. Although many of my flying friends do not supervise directly, I had to quickly learn the intricacies of managing the enlisted and civilian force (EPRs, appraisals, etc.)

I am strongly opposed to lifting the ban on homosexuals actively and openly serving in the military. This country and its constitution are based upon Christian ethics and morals outlined in the Bible. Refer to Genesis: What happened to Sodom" To Gommorah? Will the US be next: Paul writes in Romans chapter 1 that God gave up on a society due to its homosexual desire. I consider service to this country a privilege and a calling. This nation is worth the sacrifice of life to defend. However, with the current liberal movement and total lack of respect for a divine creator, there may come a time when this country's leadership is not worth the shedding of its son's and daughter's blood to defend.

Receiving a commission has been a highlight in my career. I did experience quite a "let down" though when I realized I would not be eligible for any PME until I became a Captain. I am ready and willing to learn more about my job and the Air Force but there are very few formal or informal courses available at this grade. I do not think a waiver should be required for SOS (for example). Although I learn a lot on the job, I feel I could gain a broader prospective by participating in more training (i.e.--management, leadership, etc.) As an NCO, I was exposed to more opportunities to learn and as I came up the ladder. Once commissioned though, I felt these opportunities were almost non-existent (except for the average on-the-job training). The only training I've participated in since becoming commissioned are: Junior Officer Leadership Development Seminars (JODCS) given by AFRES and Total Quality Management taught at the wing level. Both training opportunities were (are) very effective and I had to seek them out (i.e., not a standard requirement that commanders/supervisors are even aware of). PME opportunities at this level would be great.

This survey should be more geared toward line officers not medical. Most of this information is given at SOS/ACSC - most medical officers are not afforded the opportunity to attend these program. We should be allowed to attend these schools. We are officers not just doctors and PA/NP, etc.

The major portion of my time and effort at work is spent with managing of personnel that work under me. The focus of my future PME and academic education should be geared in the direction of teaching leadership and management techniques. More commissioning source training should be spent on management principles.

The current (June 1993) Squadron Officer School program (correspondence course) is seriously in need of updating, specifically: --East/West Berlin no longer divided--USAF MAJCOMS have been changed-- Soviet Union governmental structures are no longer as they were under CPSI, etc.--Warsaw Pact has been abolished. Some of these changes began as long ago as 1989.

You need to have a thorough understanding of computers and word processing. You need a very strong writing background.

The areas I didn't mark at all - military environment and military employment topics, are the topics I was taught at length at the Academy. The areas I do need - especially military management, I was taught very little about. I think the training program is geared heavily toward pilots. With the downsizing of the pilot force and slots for UPT, this program should be reconsidered.

Potential officer candidates should be prepared to work in a constantly changing environment. Course material concerning personal finances is a must to continue. Financial counselling on how to prepare for possible involuntary separation due to RIFs should be included. Reading, writing, and presentation skills should continue to be emphasized. There should be a move away from stressing management and a shift towards leadership. This shift needs to be more than academic. ROTC, as I experienced it, did not provide true leadership training. Instead, corps position usually honed management and not how to lead people. Instructors who are open to sharing about personal anecdotes with a true concern for the cadets are a must. They need to try to prepare cadets for the impending 9-12 month wait. For four years you plan to hit the ground running and then told to wait on hold. A situation that can be exacerbated if a further delay of three to seven months for additional clearance above secret. Hopefully instructors can also instill that "Military service is essentially unselfish service. It implies personal hardship, discomfort, inconvenience, financial loss, broken health, and many other forms of sacrifice even unto the giving of life itself. So American soldiers, sailors, marines and nurses are most honored of all the people". Quote from a Nebraska Roll of Honor certificate for military service from 10 June 1921.

As a young captain in operations, I have had limited exposure to many of the managerial topics in this survey. Most fliers spend their time in training for the nuclear or conventional scenarios they may have to operate in. Perhaps higher ranking individuals (at least on the OPs side) would be better suited to answering this survey. That being said, let me stress that many of the topics addressed here are very important to us, even though as aircrews we are constrained in our responses and actions to such things as policymaking or military employment. Due to the downsizing of all branches of the services, we would hope to see more emphasis placed on joint exercises and intelligence gathering/processing. Knowing the nature of the threat and how to interact with the other services would greatly enhance our capabilities.

Realistically, the priorities and skills needed by operators and support officers are quite different. As a pilot, I have never needed to write a staff summary and as long as I fly, I never will. However, a friend of mine in the CBPO has a great need for staff summaries. Similarly, the capabilities of a British Tornado are of interest to me while my friend has no need of it whatsoever. As a graduate through ROTC, I would like to make some suggestions: 1. Keep the generic stuff, ie; public speaking, history, chain of command, 35-10, leadership styles and methods, EPR's and OER's, and the role of the military. 2. Delete the paperwork proficiency, Not everybody should be shown how to navigate, so why should staff summaries be such an emphasis item? Use this survey to determine the paperwork skills everybody needs and tell the tech schools to teach any extra stuff. 3. Emphasize personal finances. Don't just cover balancing a checkbook, but go into financial planning strategies, insurance, real estate, and budgeting. 4. Cover all the career fields. I was only exposed to certain career fields in ROTC. Even at summer camp the exposure was limited. By showing seniors each career field and how they interact with

others to accomplish the mission, there wouldn't be such a rift between operations and support officers. Also, the seniors could make a much more informed decision about the jobs they would want.

Many of the military environment and military employment topics are not used in my job but are needed by all officers if they are to be effective leaders and understand their profession. Without an understanding of basic military doctrine and military history, an officer is not "complete". These topics must not be eliminated from an officer's professional development and education.

I think all of the topics are relevant to being a good officer, but not all are necessary for administering my present position One area I feel is vital to our armed forces is not mentioned; the development of the "warrior spirit". I don't manage my troops, I lead them. Yes, I manage position numbers and equipment and resources but I have to inspire trust, teamwork, and confidence in my people and that takes leadership. In the U.S. military, we have a long and proud tradition of courage, resourcefulness, and technical innovation. I think we have become so dependent on technology and scientific management theories that we have forgotten about personal bravery and initiative under stress. I think this is the key to the "warrior spirit." I am in the Air Force not to manage people from 9 am to 5 pm monday through friday, but to prepare warriors to defend our nation anytime, anywhere. We are here to kill people if necessary, not bore them to death with time management surveys or staff summary sheets. In my mind, it does not matter what your job position is, you have to have the attitude, the mindset, that you are the best at what you do and that nothing is going to keep you from fulfilling your mission to the best of your ability. I believe that job knowledge, a good background, in military history and theory, and an understanding of management techniques (like TQM) are good tools necessary for any officer. We need to take the next step and teach people how to use these tools to build the most efficient, capable, and responsive war-machine in the world. That takes leaders, not officers workers in blue suits.

(1) Too much emphasis was placed on common sense/generic knowledge while I was in OTS. Need less history, more practical application (i.e., oral communication, correspondence forms and NCO/Officer relationship). (2) More UCMJ and administrative action procedures (JAG coordination, appropriate regs, CBPO, etc) should be included. A good project could be to prepare a mock discharge package w/Article 15.

Officers should be trained (realistically) on what it takes to get promoted to Major, etc. in "Todays" Air Force; i.e., the un-written requirement to either be an AF Academy grad, a pilot, a minority, or an "accomplished apple polisher"! Officers should also be trained (realistically) on how to write "effective" performance reports.

As an Air Force officer, all history and current world topics are of importance, but only a general awareness is necessary in the performance of my particular job. Most essential, in my duty as a Quality Improvement instructor are communication skills followed by management/leadership topics.

We sure do spend plenty of time learning to manage and manipulate paperwork. My concern is that our personnel also need to be prepared to fight in war. My concern is personally motivated in that any training and information I've received on how to better myself to fight in war is obtained though my own initiative.

I would have benefited from a more complete intro course than MIMSO. As it was my lowest ranking tech knew more about the Air Force than I did. Why is the medical/nurse corp treated differently in the basics than the line/non-line? I don't believe "enemy" will stop to check my corp pin first!

The kind of preparation necessary for every AF job is found in college/ROTC. Not only does a cadet receive a good portion of military views & doctrines, but more importantly that cadet communicates for 4 years with people. That is what being an effective leader necessitates.

As a major weapon system commander, I feel it is important to have an understanding of the reasons behind any implementation of military force - in other words, it is important for me to understand when, where, why and how the B-52 will be used. Thus I feel that, even as a copilot, I have an increased need for knowledge in the "Military Environment/National Security Issues" area.

Change eye myopic error limitations on pilot training, as long as eyesight is correctable to 20/20. Current policy makes absolutely no sense considering the limits upon rated officers.

As a new member of the Nurse Corps I do not have access to information related to strategic or tactical concepts. However, in order to support the mission it is important to understand our place in the world from socioeconomic and political perspectives. Therefore, I have attempted to answer this survey with this in mind.

I was enrolled in Squadron Officer's School in the past and was disenrolled before I had a chance to complete it. I found it extremely time consuming. Test questions were confusing and often not pertinent to the material from which they were supposedly extracted. A large portion of the reading material seemed irrelevant to current matters at hand or to job descriptions. At the same time, I did find a few of the readings useful and relevant. The point being... more emphasis needs to be placed on the ever-chancing Air Force - items of interest to make the officer a smarter and more aware individual. Hundreds of pages of "FODDER" speeches could be removed, the course could be shortened, and test questions could be made clearer and more relevant to the text. SOS correspondence should be enjoyable and more "user-friendly." Another point..I would have liked to have attended SOS in residence, but ANG procedures make it too difficult for an Air Guard individual to enroll. I've noticed, also, that too much valuable time is spent trying to get enrolled into SOS, then there is the time involved completing SOS, and the result is that all officers are losing valuable field training in their duty AFSC's and spending too much time in PME, I don't disagree with PME. I just believe that too much is not cost effective with today's budget.

My job-related opinions are very negative due to the fact that my job (OIC/Maint. Ops Ctr.) is no longer necessary (under the new wing structure) and should be eliminated. My corresponding opinions as to how well OTS prepared me for this job may therefore seem negative as well. The bottom line, however, is that OTS - if its goal is to prepare you to be an AF officer - should teach less about Chinese & Russian relations and more about how to deal with NCOs. How to rely on common sense, and how to lead without being hung up on "being an officer."

The AFROTC provided POC courses which helped me prepare for the Air Force.

The greatest need for all young officers is leadership training and how leadership differs from managing, supervising, etc. Especially helpful would be practical exercises, role-playing exercises, and similar functions which provide the opportunity to develop, exercise, and shape one's leadership abilities.

Overall I would say my job places a lot of emphasis on being able to determine the direction that the NCA will take on a specific problem. That way my unit can plan the type of response that will be required and thus schedule leave and training according. As a C-141 pilot a general idea of the treats we may face more than the capabilities of our own forces since they normally do not impact our mission except for the type of cargo we carry.

Topic that should be addressed in commissioning programs. "How to survive commanders who are careeristic"

Section D & E may have increased importance if you include emphasis on a medical mobility position, but as an every day importance to my job most would be low emphasis.

We as missileers come to work and sit in a capsule. As a crew commander, I only supervise my deputy. I'm responsible for 10 enlisted topside personnel, but don't supervise them. We rarely have a need or opportunity to learn how to write OPR, EPRs, staff summary sheets, MFRs, etc. It's a very sedentary job as well.

I do not need knowledge of many of the items in part D of this survey to do my current job, or any other job I've held as a commissioned officer. However, PME is about the only time I get to devote time and attention to these subjects. The most import knowledge skills and abilities I need to have in order to be successful in my job are communication, motivation, planning and personnel management.

Instead of having separate SOS and ACSC the AF should build a Masters Level Degree program that would include all necessary items to build senior officers. Once the course of study is determined it could be contracted out to universities to be taught at each Base. The end result would be a worthwhile Masters Degrees, well educated officer, and a tremendous savings of dollars because no TDY funds for in residence courses. Officers can complete the course of study while still fulfilling their primary role in their area of expertise.

Military environment/national security topics and military employment topics are not needed for my job. But, a professional officer should be able to discuss those issues to some extent.

I rated the subjects under sections D and E very low since they generally have little or nothing to do with my present job. However, it does not necessarily mean that those subjects are not important for all AF officers to know. AF doctrine should be emphasized less in ROTC and other commissioning sources.

Although as a Personnel officer I do not deal with strategy planning and wartime mission objects, I feel it is important for every officer to be introduced these topics in order to understand the "big picture" of the AF mission. As officers we should know how every aspect of the AF intertwines with each other. However, I feel the majority of the emphasis in training should be on communication (written/verbal) and management techniques.

A reasonable amount of knowledge on almost every topic mentioned in the survey (in my opinion) essential in the deployment of effective Air Force officers. Unfortunately after receiving great training and education (for instance at the Air Force Academy) some officers find themselves performing tasks which do not require any acquired military skills (i.e. leadership). The ideal situation would be to have civil service personnel to fill positions which do not require a military education, allowing officers to fill positions which will provide the leadership experience needed to develop their full potential.

Topics Need Emphasis, A. Communicative Skill Topics - need to add "Civilian Performance Report".

I am an engineer, but my job requires program management and logistics support knowledge, in which I have no experience. The military members of this installation are not allowed to attend training classes unless a civilian drops out and leaves an opening. This has proven to be extremely frustrating. Military training is essential and I would like to see a stronger program available.

The most neglected area of information in officer training is enlisted relations. It is important for new officers to learn about EPRs, performance feedbacks, PME for enlisted, their tech training, NCO duties, promotion procedures, etc. I felt very uninformed on this large aspect of the AF.

Although I don't use many skills in my present job previous jobs have pointed up weaknesses in the training program. Many training opportunities that were almost built in are dwindling as detachments shrink due to the drawdown. Hands-on management, not textbook leadership theory must be a priority. Also, cadets need to be much more thoroughly introduced to the civilian structure, and to problems involved in dealing with civilian bosses negotiating with labor unions, etc. Cadets seem to be prepared more thoroughly to "be officers" when they arrive at their first duty station. They may not be going into a training program directly which allows them to make the transition and fewer people on their base will have the time and the knowledge needed to "raise" second lieutenants. We may lose a lot of potentially successful officers due to a frustration resulting from not understanding "the system."

Most of the questions (topics need emphasis) related to items which I would certainly like to be more knowledgeable about but they were not necessary for my job performance. The MIMSO course I attended gave one a small feeling of self-confidence before going to an assignment.

I feel that all officers should have a knowledge of how and why the military does what it does. In the medical profession I think emphasis should be on emergency skills and on learning skills that are to be used in combat situations. As far as communications, letter writing, etc. it is always good to improve these skills and group management tools are essential to everyone. In peace time training tends to expand to all sorts of classes related to everything and this costs the taxpayers money. Lets consolidate, trim, and bone down training to what is crucial and essential. Maybe money should be made available for officers to get post-graduate degree. This might enable those who are "serious" about education to pursue exactly what they feel they need. As far as SOS,Command & Staff, etc, its hard for this officer to comment on the effectiveness of these programs as I have not taken them nor is it required for my AFSC for advancement.

I feel that I have one of the best jobs in the Air Force as a C-12 pilot in Alaska. I feel that the Academy education did a good job preparing me for my current job and a career in the Air Force.

COMMENTS FROM TOPICS EDUCATIONAL EMPHASIS

Needless to say you can't learn everything prior to coming in to the AF but you can develop a curriculum for on going education. SOS just doesn't do the job. SOS is nothing more than ROTC in review. Next the AF should utilize this training. As a pilot it has been difficult to find a typewriter that wasn't being used or a word processor. Everyone wants 24 hrs a day out of us and no resources. Nonsense.

Teach your students how to write & speak & think in military situations; how to fill a "squadron" leadership role; evaluate subordinates. taking initiative and responsibility; loyalty to the boss. These folks need to be exposed to the big picture - but their initial job is likely to be a branch OIC - pretty far removed from JCS strategy and the POM procedure.

For entry-level officers in any career field, the skills or knowledge for them to perform in their AFSC are high in the protocol, customs/courtesies, communication, human relations, and AFSC-specific areas. It is very low in the doctrine, international political, joint areas. These are topics which they should be introduced to during their commissioning program and then more heavily covered in PME courses during their careers.

As a 10 year USAF officer, my experience is broad with very general emphasis on numerous subjects. I feel young officers, indeed newly commissioned individuals, should concentrate on their primary AFSC at least for the 1st four years of their career. Most subjects in this survey that I've labeled "low need" or less provide little, if any benefit to new officers in general during their lieutenant years. I recommend a building block approved with the "average" to "above average" subjects beginning at the Capt rank if those subjects pertain to the officer's job. The subjects labeled "High" or better should again begin with a building block approach but should be seen throughout their career (i.e., not just at SOS, ACSC).

Officer commissioning programs should focus more on building leadership/war fighting skills. My opinion is the USAF spends too much time/resources on managing "things" versus leading people. I feel it is easier to train a leader to manage rather than the reverse. Project Warrior was a good program that seems to have fallen by the wayside. Commissioning candidates should be given the basic leadership skills they'll need to survive their 1st assignment. They should also be instilled with a desire to learn more and have career-long commitment to doing so. If not, the commissioning program has failed. At times it seems like the military leadership has forgotten the basics of honest, integrity, and loyalty. Perhaps these lesson were not stressed enough in their initial training. Leadership training would, of course, have stressed these essential traits.

The need for more accessible PME courses by correspondence.

Outside the basics of staff work for non rated officers, our Air Force is a learn as you go organization. Specialization within Air Force has come to such a point that early commissioning sources need to deemphasize the specifics of the majority of topics discussed in this survey which took nearly an hour to complete.

Upon arrival at their first operational assignment, the young F-15 fighter pilots must effectively manage their time. This is his/her most valuable commodity, and scarcest resource.

As a flight commander in an F-15 squadron, I expect my new Lts. to learn about employing the F-15E in aerial combat. This should be their primary focus in their professional life. Right now there are too many unnecessary demands on their time that prevent them from doing this. Flyers need to learn about flying, especially young flyers. Air Force leaders need to let young officers do their duty for their country by becoming the expert in their job instead of burdening them with meaningless additional duties.

Frankly, there is not much a C-12 Lt pilot needs to know..except to study about the aircraft and know and obey the operational regulations.

Need practical sessions in performance reports, counseling, stress, and similar people/quality areas.

Emphasis needs to be placed on the basics of officership: professionalism, integrity, ethics, and leadership. I see a great lack in the knowledge, understanding and application of these items by my junior officers. They are also lacking in knowledge and understand of US and USAF military history and traditions. Officer training, in my opinion should concentrate on these areas and less on the technical aspects of Air Force jobs. I also think that good leaders are good managers but not all good managers are good leaders, therefore time should be spent on training good leaders not mangers. Communication skills, both written and oral, are very important for junior officers so any practical training in this area is appropriate.

I really did not know how to approach Section D. While many of these topics are relevant, I had difficulty in identifying most of them as necessary for newly commissioned officers in the 49XX duty AFSC.

If you really want to look at a deficient system for preparing officers, look at MIMSO, medical officers who receive direct commissions. Their preparation is watered down and poor. Unless they are prior enlisted, they don't have a clue as to how to be a military officer. In particular are physicians who came into the AF for the sole reason of paying back a scholarship for medical school. Generally, officership is non-existent in this group.

Having just come from an ROTC assignment, I can safely state that our future officers need to know more about specific AFSC's crucial for future officers to sit and speak one on one with someone in their potential AFSC.

Civil engineers require technical skill/professional competence for effectiveness & credibility. First assignment needs to provide environment for minimal technical development that leads to professional registration/licensure--should be mandatory. Basic tech skills should be supplemented with training in command and management techniques. Engineers need to know about interpersonal behavior, org behavior/theory, communications to effectively plan,

coordinate, staff, organize, etc. This training needs to happen early to cultivate and develop skills needed to make tech knowledge successfully become realities at bases. Obviously, all officers need basic indoctrination about the military, and USAF in particular. This is part of inculcation into military culture & begins to create effective leaders: Customs, courtesies, NCO relations, etc. But engineers also need more emphasis on understanding funds & how system works. This is extremely important later on in command positions. More exposure earlier on. Also more exposure should be placed in military environment/nat's security topics & mil. employment topics. 15 years into a career is not the time to begin to think on a broader scale. Those seeds must be planted on day 1. Learning about these topic areas in small doses from the beginning grooms tomorrow's leaders. Plus, if an officer decides to leave after 1 term, it contributes to the formation of a responsible & informed citizenry.

Overall I think we need to concentrate on teaching ROTC students how to lead effectively. We can do this by teaching them to be expert time managers, public speakers, writers and role models. Let's get away from teaching so much history and doctrine. They get that in SOS anyway.

The assumption of a newly commissioned officer in a commander/base civil engineer position is somewhat unrealistic. However, to succeed in the position for the first few years certain skills must be perfected. This will help explain way more importance was placed on management and communication. Policy & world events issues can be explored in SOS & ACSC studies later in the officer's career. These items tend to "round out" a person's ability to understand the overall picture; but isn't required at entry level.

Religious ethics and values--how they impact the way I treat others, do my work, perceive the military.

The typical problem or lack of skills I encounter are not knowledge but all the other skills you pick up during your career. These are mostly - How to deal with people - How to put a briefing together - Learning to speak effectively both in briefings and in meetings - How to write letters and reports. Most officers pick up these skills during their career. It would be nice if the new officers would do these as part of their schooling. What I learned was that you only gained these skills by doing them.

I assume the purpose of this questionnaire is to determine an appropriate level of PME for the junior officer (recently commissioned). I feel it is important to give a very brief overview of many of the questions listed here, however, the level of experience of the new officer does not allow them to apply this knowledge and it is quickly lost. A new pilot doesn't write staff summary sheets or DOD correspondence. New officers have little or no input to the major strategy formulating process. Our PME system has been geared for too long to start building the next Chief of Staff rather than giving the professional airman the skills need at that particular juncture. If any time is spent on the "right" way of preparing a bullet paper it is lost as soon as the student walks out of the classroom. I thought I knew how to coordinate staff work when I left SOS only to be told by MAC that the forms, process, and format were wrong. Three months later USAFE

told the same thing about the MAC and SOS way. I realized I had wasted a portion of my education time. Good luck in providing a meaningful PME system. Try to keep the info pertinent to the level of the student, not the faculty or commandant.

Additional comments: (1) National Guard members are commissioned by having a college degree and attending 6 weeks of Academy of Military Science (AMS). The length of six weeks should not be increased but curriculum could stand some adjustment. (2) I received my commission by attending 4 years of ROTC at ____University. Classroom curriculum was outstanding and I have used that knowledge many times over the years; however marching on the drill field should be reduced by 95%. (3) Post commissioning education is essential. However, the length of courses for Guard and Reserve officers should not be longer than 3 weeks. Civilian employers will not tolerate long absences from the job such as Air War College and using the Correspondence Program is forced on Reserve officers.

I personally feel it is very important that we start teaching and training all new, young AD personnel (officer & enlisted) what it means to be a member of the USAF with an emphasis on total commitment to the organization. Too many do not understand when they come on AD, that their jobs impact other areas in the AF. They focus only on their immediate duty section and don't see themselves as members of this vast organization. We need to teach them values, interpersonal relationships skills, writing and listening skills, and how to think on their own.

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